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Thirty-Five Years in Retrospect 1957-1992

Reminiscences and Reflections on the
Department of Educational Administration,
University of Alberta

Fred Enns

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THIRTY-FIVE YEARS IN RETROSPECT, 1957-1992

Reminiscences and Reflections

on the

Department of Educational Administration

University of Alberta

compiled by

Frederick Enns

Department of Educational Administration
University of Alberta

Edmonton, Canada
1992

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FOREWORD

The reasons underlying a publication like this can be many and varied. The reason for this historical review is really quite straightforward. Since we were celebrating 35 years of the Department's existence, it seemed appropriate and opportune to record again some of the Department's history—that which had transpired since the writing of *Educational Administration in Canada* in 1970 by W. H. (Bill) Swift. There appeared to be general agreement that this, the first Department of Educational Administration in Canada — indeed, the Commonwealth — had made a significant contribution to the field of educational administration nationally and internationally. Also, there was considerable support for the idea that a record of the activities within the Department since its origins in 1956 should be compiled. An author-compiler was needed. Ideally, this person would have familiarity with the Department over much or all of this period. I realized the task would be a time-consuming one and that no full-time member of the Department's faculty could spare the needed time to undertake it. One emeritus professor, Fred Enns, seemed particularly appropriate for the task. He had been with the Department as a faculty member since 1960 and as a PhD student for two years prior to that. Also, as an active member of the President's Advisory Committee on Campus Reviews, his association with the University and the Department, in which he had his office, continued. My worry was that he might turn down our most generous offer that he accept responsibility for compiling the Department's story. To my delight, and that of my Department colleagues, Fred accepted the challenge. An advisory committee consisting of Gordon McIntosh, John Bergen, Margaret Haughey, and myself assisted in more clearly defining the project and giving it the focus on reflections of faculty, staff and our graduate students.

In addition to explaining how and why this book was written, I wish to do three things. First, on behalf of all of us who are alumni and faculty members of the Department, I express a sincere thank you to those whose efforts are mentioned in the acknowledgments section of this document and especially to Fred Enns, Gordon McIntosh, Margaret Haughey, John Bergen, David Friesen and Tracey Kremer.

Second, I would like to mention three changes that have occurred in the Department recently, because many readers may not be aware of these changes. Although the mission has remained largely the same over all these years, it is interesting to note some shifts in the Department's orientation. Initially, and for

many years, graduate programs within the Department were general rather than position-focused. Specifically, there was no specialization on particular positions, such as the superintendency or the principalship. Recent program innovations have made it possible for our graduate students to pursue, at both master's and doctoral levels, a specialization in the administration of post-secondary education. Also, for the past two years, those master's students who wished to do so could specialize in the principalship. On page 3 of this book Herbert Coutts is quoted as saying that although, from the outset, the Department provided for an EdD as well as the PhD, the only real difference was in the language requirement. It is not surprising, therefore, that only one EdD degree was granted in the first 35 years of the Department's existence. The new EdD introduced in 1991 focuses on preparation for administrative practice and a substantial part of the program consists of the mandatory field experience component. Finally, after 35 years, a real difference has been made between the two doctoral programs. At the time of writing this foreword, our 1991-92 cohort of eight candidates for the EdD are completing their program requirements.

Finally, I have read the manuscript several times and have found it enlightening and enjoyable. My own association with the Department spans the entire 36 years of its existence, the last 28 of these as a faculty member. Although I have met the large majority of our master's students and all but one of our 338 doctoral graduates over these years, and so felt I had considerable knowledge about the Department, its staff and students, in my reading of the manuscript I was informed about aspects of the Department's operations I had not known. Unlike the 1970 document which was written by a single author, Dr. Swift, this one captures the reflections of a large number of people. That is the strength of the current text and the source of its interest. Nevertheless, this book, like the Swift book that preceded it, chronicles an important piece of history in Canadian education and in the dissemination of administrative thought to various parts of the world. I recommend it to you.

Gene Ratsoy, Chair
Department of Educational Administration
University of Alberta

DEDICATION

This book is dedicated to two very special groups: our graduates, of whom we are very proud; and those foresighted founders and first professors who provided the direction for the Department in its initial years: Dr. Herbert (Pete) Coutts, Dr. Pat Dunlop, Dr. Russ MacArthur, Dr. Art Reeves, Professor Harold Melsness, Dr. Gordon Mowat and Dr. Harry Sparby.

ACKNOWLEDGEMENTS

This book grows out of the efforts of many people in the Department of Educational Administration. David Friesen and John Bergen interviewed former staff members whose recollections appear throughout. Margaret Haughey and Gordon McIntosh interviewed a large sample of former students, whose views and memories make up a substantial portion of the text. Beth Young, Morag Pansegrau and Gordon McIntosh contributed material on the undergraduate involvement of the Department. Craig Montgomerie wrote the section on the Educational Administration Resource Centre. James Small produced the section on the College Administration Project; Erwin Miklos, the section on research in the Department; and Frank Peters, the material on the Extended Campus MED Program. Members of the office staff — Tracey Kremer, Virginia Zapeda, Kim Eichelt, Bonnie Muirhead and others — spent many hours transcribing telephone conversations and typing manuscripts. Chris Prokop worked at compiling lists of names of graduates. Nancy Mattson produced the chronological summary appearing in the appendix. Eva Radford did the initial editing of the manuscript; Tracey Kremer and Gordon McIntosh were responsible for the production of the publication.

Our sincere appreciation is due each of the above, and to many who offered words of advice and encouragement at various stages of the task.

F.E.
October, 1992

PREFACE

In 1970 the Macmillan Company of Canada published the book *Educational Administration in Canada*, by W. H. Swift. The book was a memorial to A. W. Reeves, the founder and first chairman of the Division of Educational Administration, later to become the Department of Educational Administration, Faculty of Education, University of Alberta. Dr. Swift's book reviewed the historical events which led to the establishment of the Department, examined the social, economic and educational context in which the events took place, and paid tribute to those, especially to Dr. Reeves, who had played a part in establishing the Department and its program, and in the subsequent development and growth to maturity. Swift examined various aspects of the Department's work, particularly the guiding influence of Reeves on that development. His chronicle ended with 1970.

Reeves' death in January of 1968 marked the end of one stage of the Department's development, and the beginning of another. The period 1955 to 1970 was a time of defining, establishing, testing, reformulating and redefining. It was a period infused with the excitement of novelty, the breaking of new ground and exploring ideas and practices which were new to the participants. In retrospect, the work and its component parts were not without historical and intellectual precedent, but the formulation of ideas, and their expression and development in a context different from what had been attempted before in Canadian education, were tremendously stimulating. Reeves and his colleagues were pioneers in the field, opening new vistas, and reopening old ones. Their enthusiasm was contagious, communicating itself to students in the program, to colleagues in the university, to colleagues in the educational community at large — provincial departments of education, the organized profession, and the organizations of school boards and practicing administrators. The growth of the Department in terms of students and the budget, the participation in a great range of local, national and international activities, and the leadership taken in many of these activities, was evidence of the growing acceptance and recognition being accorded the program.

What follows is a continuation of the story begun by Swift. It is in part summary, in part recollection, in part reflection and in part nostalgia. It has not been possible (or perhaps even desirable) to keep the periods 1956-1970 and 1970-1992 separate. Lives of the people involved span both periods and, inevitably, more recent developments have their roots in practices and thoughts of earlier times. Thus, although we have tried not to repeat unnecessarily from

the Swift narrative, there is a degree of intermingling and overlapping of time periods. The document presented here is history only in the loosest of terms. Rather, it is anecdotal and personal. The hope is that it will give pleasure, as well as information, to the reader.

The original intention of the Department was to produce a history of its existence and development, to be issued in conjunction with the celebration of its 35th anniversary. The planning committee struggled with the concept of "history" and concluded that a history was probably not what was needed for its present purpose. More appropriate would be something less formal, perhaps reminiscences and recollections by persons — former students and staff — who had been involved. The "story" of the Department would be a sum of the "stories" of participants reflecting on their experiences.

Thus, in the narrative that follows, there are three major elements: (1) a summary of events, developments and activities undertaken in the Department over the years; (2) a series of reminiscences by graduates of the doctoral program; and (3) reflections by former academic staff members on their own participation in Departmental programs. The first of these elements is contributed by current staff members, and forms a framework which is clothed by the contributions of former students and staff.

Interview information was obtained from a sample of doctoral graduates representing both the thirty-five years of the program's existence and the geographic areas from which they came. Individuals were contacted by letter to invite their participation and to ask them to prepare to discuss their recollections with an interviewer who would call by telephone. Conversations were recorded and transcribed. Judicious selections were made from the transcribed record, edited and brought together in topical groupings. Groupings were determined more by information available than by previously planned design. Hence the order of presentation and the fact that there is a degree of overlap and repetition. The concern has been to let individuals speak for themselves. Therefore, editing has been kept to a minimum, having regard for the difference between spoken and written expressions.

This treatment of the Department's thirty-five years is not complete. There are details, even major aspects of some developments and thrusts, which are not discussed in detail, or which are missing altogether. Time and other resources were not available to produce an exhaustive study. Moreover, while the Department, like every other educational entity, has limitations and shortcomings, these are not examined here. It did not seem appropriate to introduce criticism as part of the celebration of thirty-five years.

Fred Enns
Edmonton, Alberta

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

MISSION STATEMENT

The central mission of the Department of Educational Administration is to contribute to the quality of learning of students in schools and other educational settings. The mission has two principal components: (1) providing services relevant to education — basic education, postsecondary education, and adult and continuing education; and (2) contributing to the development of educational administration as a field of study.

In relation to the first component, the Department has a responsibility to offer programs for preparing educational leaders and to contribute to the preparation of teachers, to provide services to practicing educators and educational organizations, and to conduct research relevant to the practice of educational administration.

In relation to the second component, the Department has a responsibility to conduct research and to engage in those scholarly activities which advance the development of educational administration as a discipline.

Beginnings

The Department of Educational Administration has its origins (at least distantly) in the Cooperative Program in Educational Administration (CPEA). This program, funded by the Kellogg Foundation of Battle Creek, Michigan, supported the establishment of a number of research and development centers for educational administration to serve various regions of the United States. These centers were charged with conducting research in educational administration, developing bases for theory and practice, and disseminating findings and insights to the profession at large.

Having heard that funds might be available for a similar program in Canada, the Canadian Education Association (CEA) approached the Kellogg Foundation for assistance in the "development of good administrative practices and educational leadership. . . ."* The proposal was accepted. The program which grew out of it became known as the CEA-Kellogg Project in Educational Leadership, and was placed under the overall direction of the CEA.

Project activities were housed mainly at the University of Alberta. There were several reasons for doing so. First, Alberta had centralized all teacher preparation in the University in 1945, and the Faculty of Education had begun to assemble a group of staff holding advanced degrees and having a commitment to theory and research. Second, the Faculty was embarking on graduate programs which, themselves, had a stimulating effect on professional education. Thus, with qualified staff and the appropriate climate, the promise of success was high.

*Swift, W.H. (1970). *Educational Administration in Canada*. Toronto: The Macmillan Company of Canada, p. 14.

2 *Thirty-Five Years in Retrospect*

The program consisted of an annual three-week short course for some seventy school superintendents and inspectors from across Canada. These men and women worked together in an intensive residential program, examining problems and issues in public elementary and secondary education. Experts, both scholars and respected practicing administrators, gave a series of lectures, but a major part of the study time was devoted to group discussion and analysis of issues identified and faced by the participants themselves in schools and school systems. Other specialists — university personnel and officers of provincial departments of education — served as group and discussion leaders. Individual study was also encouraged, and extensive library resources were made available.

Because it was an activity sponsored by the CEA, it is inevitable that persons prominent in the CEA should be associated with the project: W.H. Swift, then Deputy Minister of Education in Alberta; F.K. Stewart, Executive Secretary of the CEA; J.G. Althouse, Chief Director of Education in Ontario; M.E. LaZerte, Dean of Education, U of A; and others. George Flower, a graduate of Harvard University, one of the original CPEA centers, was appointed the project director. In this work he was ably assisted by Harry Sparby and Russell MacArthur of the University of Alberta, and Brock Rideout of the University of Toronto.

The project demonstrated its effectiveness, and was enthusiastically supported by participants, their employers, and the CEA. It was agreed that when the Kellogg funding ran out, the short course would be continued, financed by Canadian provincial departments of education. There was even some discussion of the need to establish a permanent Canadian center for full-time study and research in educational administration at an advanced level. No concrete action was taken, however.

The story is told of a casual meeting of George Flower, Freeman Stewart, Herbert Coutts, and perhaps others, in an upstairs hallway of the Education Building at the University of Alberta during one of the last of the CEA-Kellogg short courses. Coutts, who was then Chairman of the Division of Secondary Education, was confronted by Flower and Stewart with the question of whether anyone was going to take up the matter of a permanent center. They threw out the challenge of preparing a proposal to the Kellogg Foundation requesting support for the establishment of such a center at the University of Alberta.

The upshot of that meeting was that a group at the University of Alberta put together such a proposal. The group included a number of interested people, but at its center were Herbert Coutts, Pat Dunlop, Chairman of the Division of Educational Psychology, and Russ MacArthur, also of that division. They took the proposal to the 1954 convention of the CEA, to present to the executive of that organization, for if it was to have credence with the Kellogg people it would require the endorsement of the CEA.

The outcome is well known. The proposal progressed through the necessary stages, was approved by the Kellogg Foundation, and won the support of the University of Alberta — the University would accept financial responsibility as the grant declined. In 1956 the program was initiated.*

Probing the beginnings of the Department brings to light some very interesting recollections. For instance, a long-term former member of the Department, Gordon Mowat, states:

Dr. Coutts . . . was a major force in the creation of the Department. My recollection is that he was very supportive of the Department and his commitment to its development meant a great deal in terms of staff and other arrangements that Dr. Reeves had to make. He was also highly respected within the University community, which helped a lot.

Herbert Coutts, himself, makes some interesting, informal observations about these beginnings in 1954, when he was Head of the Division of Secondary Education.

What we did was to develop a proposal in which there was to be a stage beyond the undergraduate degree, before a master's degree — a kind of diploma — and then the master's degree, then a kind of super-diploma program, and then a PhD. We also provided for an EdD, but the only real difference was in the language requirement.

Well, it was in developing the program that Russ MacArthur and Pat Dunlop came in. We brought them and people from Secondary Education, people like Harold Baker, Harry Sparby, and Harold Melsness, into the process of writing a proposal for a program in educational administration. We wanted to apply for a Kellogg Foundation grant to start the program since the Foundation was already engaged in the CEA-Kellogg Project in Educational Leadership. Our case would be greatly strengthened if we had the support of the CEA.

*Editor's footnote: Although the program was initiated in 1956, the first year was devoted to program development and student recruitment. The new master's and doctoral programs got under way in 1957. Thus, we have chosen 1957-1992 as the time period embracing the first 35 years of the Department's existence.

I went down [to Toronto] in 1954. I remember because I was able to go to the Grey Cup game. And I met with the executive of the CEA. Bill Swift was always a powerhouse in the CEA executive and he didn't do us any harm. I went down to that meeting and was grilled by those guys to the point where I was convinced that there was no chance that they would support the proposal. The sticking point was whether we would be able to carry the program when the Kellogg funds tapered off and we became responsible for the difference.

Anyway, that night we went to the Althouse home and there I knew they were going to support us. Jack Althouse was one of the great geniuses of education in Canada, and when the original CEA proposal was made to Kellogg he could have said, 'Well, let's set up this program at the University of Toronto.'

Althouse was the Director of Education for the province of Ontario — maybe even Deputy Minister — at that time. He had been the principal of the old Ontario College of Education. One thing he knew was that if you were to start a new program it ought to be housed outside of Ontario.

In those days, we at the University of Alberta didn't have the reputation that Ontario had. We sold the proposal, but that didn't mean that it was the final program. They didn't tell us what to do with the program. The Department was free to develop that as it gained experience with ways of putting together various components.

Ian Housego, professor in Educational Administration, Adult and Higher Education at the University of British Columbia, was a member of the first master's group in 1957-58. He also has interesting memories of these beginnings.

I was involved in that first master's class. Just prior to that I was an elementary school principal in Moose Jaw, Saskatchewan; the King Edward School was my domain. There were twelve students in the class. Well, the remarkable thing about that group was that they came from all across Canada — from Newfoundland, from the Maritimes, from Ontario, Saskatchewan, Alberta and British Columbia. Our contingent included interesting individuals like Newman Kelland, Art Kratzmann, Jim Hrabí and Jack Cheal. It was a unique group, for all of us were on scholarships won in a general competition, so it was also a fairly select crew. Another exciting feature, besides being caught up with colleagues from

across Canada, was that the program was just beginning. I mean the people at the University of Alberta, Arthur Reeves and his staff, were just feeling their way. The program involved courses in educational administration from people like Mowat and Sparby and Reeves, himself. But we were also expected to take courses across campus. I recall being in a course on rural and urban sociology with Bob James, head of the Sociology Department. Another course I took in the summer of 1958 was from John Irving, a visiting professor from the University of Toronto. He lectured in social/political philosophy, a field I hadn't sampled before.

It is quite clear that the establishment and growth of the Department was an evolutionary process. No-one had a master plan which laid out step-by-step development. Instead, each phase suggested a further step, and only in retrospect does the pattern become evident.



Staff and students, 1961-62. back row (l. R) Phil Warren, Hubert Kitchen, Erwin Miklos, Wilbert Toombs, Steve Odynak, Arthur Loewen, Bill Bock, John Davis, Alex Robb, middle row (l. R) Cecil Roebathan, unidentified, Michael Skuba, Thom Greenfield, Ray Harvey, Ian Housego, unidentified, Jack Peach, Donald Girard, front row (l. R) Eric Hohn, Dennis Dubski, John Andrews, Fred Enns, Art Reeves, Harry Sparby, Harold Melsness, Gordon Mowat.

Locations of the Department

When the University of Alberta assumed responsibility for all teacher education in the province in 1945, it took over the Edmonton Normal School from the provincial government (although the Department of Public Works continued to operate and maintain the building and its grounds). This became the home of the Faculty of Education. The building was eventually acquired by the University and in 1963, when the Faculty of Education moved into its new quarters on 87th Avenue, was assigned to the Faculties of Extension, Rehabilitation Medicine and the Department of Drama. In honor of the man who first established university extension services in Alberta, the building was later renamed Corbett Hall. (It has since been renovated and occupied by the Faculty of Rehabilitation Medicine.)

As the principal occupant of the building in its early stages, the Faculty of Education shared space with the University Demonstration School. As the Faculty grew and expanded into most of the building, the school was gradually reduced to a small, six-classroom elementary school. The Demonstration School was eventually phased out and replaced by selected Edmonton schools in which student teaching was carried out when the Faculty moved to its new building.

Prior to 1956, instruction in educational administration was given by professors in the Division of Secondary Education and by visiting instructors during summer sessions. With its establishment in 1956, the new Division of Educational Administration was assigned accommodation on the second floor of the Education Building. Space was at a premium. Other divisions of the Faculty, and the Dean's Office, were also growing in response to a rapidly increasing demand for teachers as the baby-boom entered and worked its way through the grades of the school system. Shortage of space meant that offices had to be shared by professors, and larger spaces were partitioned into cubicles which served as offices.

Despite the shortage of office space, the graduate students were assigned a sizable basement room in the building. It was a common room, without partitions, but each student was assigned table space at which to work and to store books and papers. In the early years of the program, 1957-60, the number of full-time students was small, and thus MEd and PhD candidates shared the accommodation. The arrangement was one of the great strengths of the program. Here in the same room, in constant interaction, were students from across Canada with a wide range of experience and seniority, all working in the same professional area, stimulated by ideas gleaned from lectures and reading. It was a year-long "seminar" of intense exchanges, challenges, mutual support and assistance, and the formation of lasting friendships. As a medium for gaining insight into education in Canada and its administration, the "bull-pen" was superb.

The arrangement has continued to flourish. The close working quarters, and the intense interaction which results, are matters which graduates comment on with deep appreciation and fond recollection. It is especially important in the first year of the doctoral program. This is a time when the focus is on course work and development of basic concepts. The second year is different since by this time students are engaged in their dissertation research, and have much less time to spend together.

In the Fall of 1961 an extension to the Civil Engineering Building was completed. Not all of the space was required immediately by the Faculty of Engineering. The Department of Educational Administration was accordingly assigned the fifth floor of the addition. This provided for the office of the chairman and support staff, for individual offices for professors, for office space shared by two to three PhD students, and common room spaces for MEds. There was also sufficient area to provide for classrooms and seminar rooms. For the first time in its existence, the Department was located in a space which met all its needs.

The Department spent the next two years in these quarters. In 1963 the Faculty of Engineering was ready to occupy the 5th floor. The Department was relocated to the 5th floor of the newly completed Education Building on 87th Avenue. This event signalled the reunion of all units of the Faculty of Education in the same building. Again, office space was available for the Department professors and graduate students. Common room activities were accommodated in the 10th floor coffee lounge. Toward the end of its stay in these quarters it became necessary for the Department to accommodate some of its students in the Gym basement area — room GB03. Although physically inferior as student space, the area nevertheless is regarded with a degree of nostalgia by former students.

The Department was destined to move in five years. Overall faculty and university growth was such that reassignment of accommodation became

necessary once again. The Department opted to move as a unit to the 8th floor of the newly completed General Services Building. The alternative would have been to be fragmented into sub-units housed in separate quarters. The General Services Building floor was spacious, but the design and arrangement of rooms had been done without Department needs in mind. Nevertheless, the Department happily spent the next 6 years there — isolated somewhat from its parent faculty, and the Education Library, but able to function in coordination and harmony.

During the period 1969-74, a major addition to the Education Building was planned and constructed. This gave the Department opportunity to participate from the earliest stages in the planning and completion of its new home. In 1974, it made its move to the 7th floor of Education North, where it has remained to the date of this 35th Anniversary, a period of 17 years.

Each move was burdensome and disrupted the on-going activities of the Department. Each time, members of staff grumbled about the inconvenience and about the separation they felt from the Faculty. In retrospect, however, the moves also had positive consequences. The most obvious was that each move afforded adequate space for the Department staff and graduate students. In each instance, it was possible to give graduate students excellent work-study space and convenient access to academic and support staff. The resulting cohesiveness of the entire unit has always been a major factor in its existence. Interdepartmental communication — always a problem in whatever the situation — was promoted.

Second, because the Department was separated from the remainder of the Faculty, it was forced to seek ways to maintain its contacts in a more conscious and deliberate way than would have been the case otherwise. It was also removed from the intrafaculty tensions common to all institutions.

Third, because it was relatively isolated, the Department was forced to rely on its own resources and so developed a level of internal cooperativeness, independence, and unity of purpose which it might not have done in other circumstances.

Few alumni made comments on locations in which the Department was housed. Perhaps the physical facilities were taken as given. Perhaps the quality of facilities was good enough to be accepted without particular question. For whatever reason, location was not a major issue. Kevin Wilson expresses what may be a general sentiment:

I started in the summer of 1967. And the first course that I took was EDCI 580 jointly taught by Art Kratzmann and Lorne Stewart. That was quite a marvelous course, taught in the great big lecture theater — at that time, it was a tiered lecture theater on the main floor (in what is now Education South). We were housed in the

same room, down in the basement of the Education Gym section (GB03).

There must have been about 30 of us down in this windowless room. It seemed like a dungeon, but it was great fun because there were great characters in that year, as I recall, from most of the Canadian provinces. And we had one or two people from out of Canada. I know we had a fellow from Montana (Larry Gilbert), and we also had John Hudson from Britain.

Apart from that, the adjustment was fairly straightforward. I think that the sense of support one felt from previous years' students who would talk to us about what to expect and the general support one felt from working in a location like the GB03 were superb. There was lots of swapping of experiences and also sharing of information about good articles and good sources of information on particular topics. We experienced a really good group feeling while we were students.

We were also the group that first inhabited the General Services Building. The story about that, which may be apocryphal, was that at a meeting of the Department members, the discussion was about whether or not they should choose to move to the General Services Building. One staff member, reportedly, suggested it was an excellent idea because, if the Department moved to the GSB, they would be considered to have put up with a sad and sorry situation for some time and therefore get the pick of the new building.

And so they did! They moved to the top floor of Education North. Gene Ratsoy, a long-time member of the Department, comments on the five departmental locations:

I took my first graduate courses in educational administration in the original Education Building, now Corbett Hall. That was the summer of 1954, and the instructor, Donald S. Blair, was a visiting professor from Seattle. This was in the Division of Secondary Education. The Division of Educational Administration had, of course, not yet been established. We felt somewhat isolated from the rest of the campus, being six blocks south of the Medical Building and the Arts Building where Education students took their Arts and Science options. I was also taking a philosophy course on the "main campus" and, like others, had to move quickly between classes to cover the distance from the Education Building to the Arts Building. I was more fortunate than some since I was

living in Athabasca Hall, and so could go from Arts directly to my room after philosophy without having to trek back to Education. I completed several other graduate courses in the "old" Education Building. One was a fun-filled curriculum course taught by Wilf Pilkington. (Yes, this inimitable secondary English professor did teach the graduate curriculum course, perhaps that one time only.) I recall, too, my first graduate course in educational finance from Harry Sparby, in which a doctoral student, Erich Von Fange of Concordia College, was also enrolled. We who were in the Master's program considered ourselves to be at some disadvantage in relation to Erich and other doctoral students. Nevertheless, we enjoyed Harry's class which introduced us to new concepts of financial equity and was extremely well organized.

The remoteness of the Education Building from the rest of the campus, although a disadvantage in one respect, was, in other ways, a distinct advantage. The halls and cafeteria were spacious and provided plenty of opportunity for socializing with those who shared similar academic and career interests. This was not the case for most buildings on the main campus. The Education Building was, for many undergraduate and graduate students in Education, a home away from home.

When I began full-time PhD studies the Division of Educational Administration was already in its second home — the fifth floor of the Engineering Building. My classmates — Jack Earle, Nick Hrynyk, Neville Matthews, Al MacKay, Jack Peach, Sherburne McCurdy and Phil Miller — and I shared windowless inner offices there. We were not as fortunate as the professors, each of whom had an individual office "with a view." Nevertheless, we felt privileged to be in what we believed to be a rigorous program and a world-class department. Continuing doctoral students Thom Greenfield, Ian Housego, Erwin Miklos and Len Sampson helped make it so, as did professors John Andrews, Bill Knill, Gordon Mowat, Harry Sparby, the newly-appointed Fred Enns, and of course, Art Reeves. Pauline Klink and Susan Billie, Division secretaries, added to the warmth of the atmosphere.

Although the Engineering Building provided the Division with comfortable quarters, the Department's third home, on the fifth floor of the Education Tower was seen as a prestige location. As a doctoral student I shared an office with two classmates, but it was brand new, and with south-facing windows! These windows were meant to remain closed because the building was air-conditioned, but an allen-wrench, provided by Al MacKay, did the trick and we

could enjoy fresh air whenever we wished. This was 1963-64 and the following year, on being offered a position in the Department, I occupied a southeast corner office until our move to the General Services Building (GSB). How quickly the new Education Building had become too small! Undergraduate and graduate enrollments were growing rapidly. Since we were largely a graduate department, it was decided that there would be much less disruption to our programs if we made the move than would be the case for any of the other five departments. Nevertheless, this was a "forced separation." None of us wanted to leave the rest of the Faculty.

We were given the top floor of the GSB and this provided views in all four directions. The General Office of the Department faced west. Professors and graduate students had offices facing south, east or north, and with the cafeteria only one floor down, we again felt much like an intimate cloister in our own quarters. The Education Library was somewhat distant, and those who taught courses in the Education Building felt somewhat disadvantaged. However, the faculty claimed it would be a small price to pay in order to get first choice in the addition to the Education Building, which was already in the planning stages under the leadership of Associate Dean Fred Enns.

The time arrived in April 1974, when the Department was under the chairmanship of Erwin Miklos, for the move to the top floor of Education North, quarters which it still occupies. This, the most permanent home of the Department, has accommodated the Department for the second half of its thirty-five year history. All of us feel privileged to be in such first-rate quarters. Minor remodelling and redecorating have been the only changes made or needed in the past eighteen years.

Education North was planned as the first phase of a two-part addition to the Education Centre. The second phase was to be a mirror-image of the first, extending north to 89th Ave. That is why the north wall of the building, that now bears the colorful mural by Art Yates, is windowless. In the early 1970s when Phase I was built, the provincial economy was extremely buoyant and student numbers continued to burgeon. The University's planners did not anticipate the ensuing economic downturn and the stabilization of university enrollments. These two changes had a direct impact on the University. As a result, Phase II has not been built. The chief regret many of us have is that the north wall would have been designed differently had this been expected. We

would not have the Yates mural, but some of our graduate students would not have to occupy windowless offices, as did their predecessors in earlier times. This is the only minor flaw in our highly functional and attractive quarters.



Dr. Myer Horowitz, OC, Professor Emeritus of Education, University of Alberta, and former President of the University, was a member of the second MEd class in the Department of Educational Administration.



Class picture of the first Leadership Course for School Principals, July 1956. The first course director, Dr. Walter Worth, is in the front row, eleventh from the left.

The Department in Faculty Context

The Department of Educational Administration came into being as the Division of Educational Administration of the Faculty of Education. It joined three other divisions — Elementary Education, Secondary Education and Educational Psychology. The first three divisions were concerned primarily with preparing teachers for the schools of the province. In fact, they provided instruction only in the professional parts of the overall program. In the period when certification was granted before completion of a degree program, prospective teachers, especially those in the elementary route, received most of their instruction from professors of the Faculty of Education, who also supervised the student-teaching in the schools. Those registered in complete degree programs enrolled in appropriate courses in other university faculties to pursue content for teaching specializations, and for general educational experiences. The curriculum divisions specialized in "methods" courses, while the Division of Educational Psychology contributed such studies as psychology of learning and teaching, psychological development of children and teenagers, and test construction and administration. The Division of Educational Psychology was also a front-runner in promoting graduate study and research in education.

The Division of Educational Administration was intended to provide almost exclusively graduate programs. However, it was deemed important to involve the new division in the overall teacher education program. Since the teacher is, in many respects, a classroom manager or administrator, the division was assigned the task of devising a course suitable for teachers-in-training. To emphasize involvement in the whole program of teacher education, staff members and graduate teaching assistants also participated in supervising student teaching. The main activity of the division, however, was the preparation of administrators, research and scholarly activity into administrative concerns and issues, and service to administrators and school authorities in the field.

With the subsequent establishment of the Division of Educational Foundations, the Division of Industrial and Vocational Education, and the eventual naming of divisions as departments, the Department of Educational Administration assumed its place as one of six Departments in the Faculty.

As a Department in the Faculty, Educational Administration participated in all the usual activities of a university faculty. Its members were part of Faculty of Education Council, its members were eligible for election to faculty committees, its chair participated in Faculty Salaries and Promotions Committee and Dean's Advisory Committee, its members were eligible for election or appointment to cross-campus University committees ranging from such senior committees as General Faculties Council Executive, Planning and Priorities Committee and Academic Development Committee through the whole range to relatively minor committees on parking or North Garneau housing. Indeed, department members have served on all three of the senior committees, and on numerous other ones.



Dr. H. T. Coutts (left) was the Dean of the Faculty of Education when the Department was established. He is talking with Dr. David Friesen, on the occasion of Dr. Friesen's retirement, and Adela Wedler, daughter of Dr. Friesen, in April 1989.

Involvement in Undergraduate Programs

As indicated earlier, the program of the Department of Educational Administration has been concerned primarily with graduate level studies. Hence, there have been no undergraduate students registered in the Department and, normally, there would not be any involvement of professors with teaching undergraduates. However, the Dean of the Faculty, Herbert Coutts, contended that all units should be involved with the main task of the Faculty, namely, the preparation of teachers for Alberta schools. This position was accepted by the Department. It was agreed that the work of the classroom teacher includes a management-administrative component, and occurs in an organizational-legal context, instruction in which was the legitimate concern of a department of educational administration. Moreover, the undergraduate program included a period of experience in the schools, the student teaching practicum. Supervision of student teachers is an administrative function. Hence, administrators could rightly be called upon to assist with the supervision of student teachers in the classroom.*

Some interesting adaptations were worked out in actual implementation. Students came to the Faculty in several programs: (1) those in a one-year program leading to a temporary elementary certificate; (2) those in a 2- or 3-year program leading to a "higher" level of certification, and eventually to a 4-year university degree; and (3) those who had completed an approved undergraduate degree (in such fields as arts, science, commerce, physical education, or home economics) and were proposing to become classroom teachers. There was obviously a wide range of maturity, knowledge, and understanding of content among students of a given year.

*See p. 15, *supra*.

Two basic courses in Administration for the Classroom Teacher were devised: one offered at an appropriate time to students enrolled in the Faculty of Education, and the other to those coming to teacher preparation with a degree in hand. While the general content was similar, the intention was that depth of treatment and analysis would be tailored to the ability and maturity of the class. With the later introduction of the four-year requirement for first certification, the two courses were combined, and only one was offered to undergraduates.

While full-time members of the Department's academic staff participated in the teaching of undergraduate classes, most of that load was carried by sessional instructors and by graduate assistants (teaching assistants). Similarly, the task of supervising the practicum experience was assigned largely to teaching assistants. The rationale for employing teaching assistants in this way was that students in the Department of Educational Administration were typically experienced teachers, vice-principals, or principals, all of whom were qualified to perform such a function. Their involvement gave them valuable experience in working in a university setting. In addition, employment as graduate assistants gave them some financial support, and helped to meet the staffing needs of the Faculty.

Two textbooks were written for the undergraduate course(s). The first, titled *Educational Administration: The Role of the Teacher*, was prepared by professors J. E. (Jack) Cheal, Harold Melsness, and Arthur Reeves. This text applied the concept of administration as process to the classroom. The second book, by Leslie (Les) Gue, was titled *An Introduction to Educational Administration in Canada*. Gue attempted to address not only classroom issues, but the organizational context, the social dynamics, and the professional milieu in which teachers work. In addition, collections of supplementary readings were prepared for use by classes.

EDADM 401 is a compulsory senior undergraduate course and the only undergraduate course offered in educational administration currently. The focus is on developing an understanding of the administrative and organizational concepts related to the teacher's role, with a particular emphasis on issues of significance to the beginning teacher.

In recent years, enrollment has been about 1000 students in more than 30 sections during the fall and winter terms, plus additional sections in spring and summer. These sections have been offered over various periods of time: 13 weeks, 6 weeks or 3 weeks to accommodate differing program/student requirements.

The 34 sections of EDADM 401 offered in the 1990-91 academic year accounted for over one-third of our Department's classroom teaching sections for that

period. Of the 20 people acting as 401 instructors during that year, most were sessional instructors or teaching assistants.

There has been on-going curriculum development, major updating of materials and shifts to new textbooks, as they have become available. The rapidly changing legislative and organizational environments must be reflected in continual revisions to the course materials. There has also been continuing liaison and cooperation (e.g., guest speakers) with various organizations such as local school districts, the Alberta Teachers' Association, Alberta Education and the Education Students' Association.

The report of a 401 task force, completed in April 1989, contained recommendations that have been a catalyst for some of the following developments:

In addition to the position of Course Coordinator, a new position of Course Manager was created.

There is increased emphasis on new-instructor orientation, regular 401 instructors' meetings to promote information exchange, and a collegial approach to curriculum and instructional issues. This has stimulated a high level of cooperation and sharing among instructional staff.

The case study approach and interactive learning have been adopted for the course. There is a commitment to retain relatively small section sizes in order to promote this, even in the face of fiscal restraints and general pressures on campus to increase class sizes. Small sections make discussion possible, and provide positive teaching-learning models as part of the teacher education program.

As well, the Department's Undergraduate Program Committee has worked energetically on policy development and review. Membership on the committee includes faculty members, sessional instructors, and an undergraduate student representative.

Over the years the Department has been involved in a variety of innovative ventures in teacher education within the Faculty. One of these, the so-called Plan B, is described by Gordon McIntosh.

For about ten years, from the time of implementation of the "component model" for the undergraduate teacher education program in the late 1960s until this program model was superseded in the early 1980s by the new extended practicum programs, the

Department of Educational Administration was involved actively in alternative or experimental teacher education programs.

The innovations had various names — the integrated program (for after degree students), the professional term program, and the Plan B program. The latter programs served undergraduate BEd students. These programs had much in common. For example, they all made provision for an extended period of teaching practice. In the regular programs, six weeks of practice teaching was provided for; in the experimental programs, 12 or 13 weeks in the schools was required. In the Plan B program, this period of teaching practice was organized into two or three blocks in which students were assigned steadily increased measures of teaching responsibility and breadth of assignments.

In this sense, the experimental programs were the precursors of the extended practicum programs in which all students are now engaged. As important as this practicum innovation was in the experimental programs, however, it was not the only (or even the principal) innovation in these programs. The major innovation was the way in which students and staff in these programs worked together during an academic year of professional studies. The teaching team was responsible for 80 per cent of each student's program during this professional year. Thus, it was possible to use innovative teaching strategies such as off-campus retreats and workshops. Moreover, students were actively involved in planning key events during the year of professional studies, and the on-campus staff were also involved in practicum supervision. Plan B was a more integrated and a more interactive teacher education program.

The experimental programs had a relatively short lifespan. But their influence almost certainly continues to make itself felt. During their lifetime, these programs were evaluated very highly by students and staff and also by teachers and school administrators in the field. Most of the staff members associated with the programs are still associated with the University, and in their various encounters still reminisce about the effects exerted on them by these programs. Participation in the team meetings and in various program events involving the full instructional team was a lively, vital professional development experience denied most academic staff members who work in the standard, highly independent classroom instructional modes. Such experiences contributed to an understanding and appreciation of what is done across the Faculty in the various departments, and what is meant

by the frequently vacant claim that teacher education is a Faculty responsibility.

The lingering influence of the experimental programs on teacher preparation is most evident in the extended practicum component which is now a requirement for all students. It is evident as well in efforts to develop collaborative professional relationships between the University and the various schools and school systems with which we work. But the team/cohort methods of organizing an integrated program of preparation for professional practice has been lost, and this was perhaps the most important feature of all.



Dr. Walter Worth (left) and Dr. Gordon Mowat were appointed to the Department staff in 1959 and 1957, respectively. Dr. Mowat was the third Department Chair; Dr. Worth, who held a number of senior administrative appointments at the University, was the seventh Department Chair.



(L-R) Colleagues in the Department: Dr. Gene Ratsoy, Dr. Ted Holdaway, Dr. Chet Bumbarger, and Dr. Les Gue. Ratsoy (1965), Holdaway (1968), and Gue (1967) all earned their doctorates in the Department.

Academic Staff

The essence, and the excellence, of a university department is defined by its staff, its students and its program. The quality of teaching and learning experiences depends very much on the quality of interactions between "teachers" and "learners." Mutual intellectual stimulation can create intensely exciting learning climates. The program — courses, seminars, field experiences and research activities — is the content around which the interactions develop.

The first requirement of any Department is to develop a nucleus of outstanding staff. The second is to recruit students with the necessary ability, interest and commitment to engage in appropriate studies. Curriculum development consists of, and in large measure, grows out of, those topics and subject areas of interest and concern to the people involved.

No one was more conscious of this than Art Reeves. One of his favorite aphorisms was: "To develop a good program, get the best people you can find, put them to work, and get out of the way." He followed his own advice assiduously in relation to both staff and students.

Recruitment of academic staff posed a problem for the Department from the outset. Being a Canadian Department of Educational Administration required in its professors a practical grasp of Canadian education, its organization and operation, and an understanding of general principles and theories of administration. There were, of course, individuals who had extensive, successful experience in the administration of education in Alberta and Canada. Since there were no graduate programs in educational administration in Canada, it was more difficult to find men and women with doctoral degrees, and practical experience in the field. Any doctoral degrees would have been earned abroad, mainly in universities in the United States. Of the first members of the Department, Reeves, Sparby, and Mowat held degrees from Stanford, and Coutts from Minnesota. Melsness had also studied at Minnesota. Andrews had received his

PhD from Chicago. Cheal, at the time of his appointment, held an MEd from Alberta, and later completed doctoral work at the Midwest Administration Centre, University of Chicago. The next appointments — Downey and Worth — were graduates of the Midwest Administration Centre at the University of Chicago and the University of Illinois at Champagne, Illinois, respectively.

By 1958, the Department was graduating PhDs of its own, and the appointment of Enns in 1961 began a trend of retaining graduates as academic staff. These included Miklos, Toombs, Ratsoy, Bergen, MacKay, Gue, Hodgson, Atherton, Holdaway, Bryce, Richards, Ingram, Haughey, Montgomerie, Peters, Maynes, and Young. Since the University of Alberta program was the only doctoral program in Canada, and since students had been carefully selected, the Department felt justified in appointing its own graduates.

Over the years appointments from other universities were also made: Neal, Columbia via Western Australia, Seger, Bumbarger, Thiemann, Knill, Ward and Balderson, all from Oregon, Fris from the University of Toronto, McIntosh from Harvard, Friesen from North Dakota, LaRocque from Simon Fraser, Small from Michigan State, Konrad from Stanford, Stewart from Colorado, and Fisher from Calgary.

The Department has also made extensive use of the position of sessional lecturer. Retiring members of the Provincial Department of Education, with many years of experience in all phases of school operation in Alberta, gave excellent instruction to undergraduates, particularly. In more recent years, senior persons from both Provincial Departments of Education, both Edmonton school systems, the colleges and professional associations have been employed on a full-time or part-time basis to teach courses and conduct seminars. Moreover, recent graduates of the PhD program have often been retained to assist in teaching for specific periods of one or two years. Such an arrangement is beneficial both to the Department and the graduate. The Department is able to adjust to teaching loads, which tend to fluctuate, without permanent additions of staff. The graduate is able to acquire university-level teaching experience which may enhance the possibilities of academic appointment elsewhere.

The question of recruitment has been, and continues to be, a difficult one for departments of educational administration. It has been especially so in the last 10-15 years. During this period, universities have restricted employment of new staff, even to the extent of not filling positions vacated by retirement of professors.

Table 1 is an alphabetical listing of all full-time academic staff who have held positions during the past thirty-five years. The year of appointment and the year of retirement (or leaving) is also given.

Table 1
Academic Staff 1956-57 to 1991-92

Staff Member	Years of Appointment	Staff Member	Years of Appointment
Andrews, J. H. M.	1957-1965	Maynes, W.	1990-
Atherton, P. A.†	1968-1972	McIntosh, R. G.	1970-
Balderson, J. M.	1975-	Melsness, H. C.†	1957-1965
Bergen, J. J.	1965-1989	Miklos, E.	1962-
Bryce, R. G.	1970-1983	Montgomerie, T. C.	1988-
Bumbarger, C. S.	1968-1991	Mowat, G. L.	1957-1979
Cheal, J. E.†	1958-1963	Neal, W.	1966-1974
Downey, L. W.	1960-1962	Peters, F.	1988-
Enns, F.	1961-1988	Ratsoy, E. W.	1965-
Fisher, G. F.	1970-1971	Reeves, A. W.†	1956-1968
Friesen, D.	1967-1989	Richards, D. M.	1971-
Fris, J.	1975-	Seeger, J. E.**	1965-1966, 1972-1989
Gue, L. R.†	1966-1984	Small, J. M.	1967-
Haughey, M. L.	1986-	Sparby, H. T.	1956-1971
Hodgson, E. D.	1966-1989	Stewart, L. D.†	1965-1968
Holdaway, E. A.	1968-	Thiemann, F.	1968-1970
Ingram, E. J.	1972-1989	Toombs, W. N.	1962-1964
Knill, W. D.†	1962-1972	Ward, K. L.	1970-
Konrad, A. G.	1971-	Worth, W. H.	1959-1961, 1976-1990
LaRocque, L. J.	1988-	Young, B.	1990-
MacKay, D. A.*	1965-1972, 1977-		

*1972-1977, Chairman, Department of Elementary Education, University of Alberta
 **1966-1972, Director, North West Region Educational Laboratory, Portland
 †Deceased as of 1991

Staff Secondments

Staff members of the Department of Educational Administration were selected not only for high academic achievement, but also for successful performance in senior professional positions. Hence, they were also good candidates for a variety of positions and tasks beyond those of a departmental nature. The following table indicates the extent of secondments, both in the university and in the larger educational community. Individuals retained their positions in the Department while serving in the ways shown in Table 2.

But some individuals also left the Department to accept appointments elsewhere. Among them are the following:

- Dr. J. H. M. Andrews to become Chair of the Department of Educational Administration of the Ontario Institute for Studies in Education;
- Dr. L. W. Downey to become Chair of the Department of Secondary Education, University of Alberta;
- Dr. W. H. Worth to become Chair of Elementary Education, University of Alberta;
- Dr. D. A. MacKay to become Chair of Elementary Education, University of Alberta for a five-year period;
- Dr. R. C. Bryce to become Dean of Education, University of Regina;
- Dr. P. A. Atherton to a teaching position at Queen's University and later to the deanship at Brock University;
- Dr. G. F. Fisher to become President, Camosun College, Victoria, B.C.
- Dr. W. D. Knill to work in Zaria, Nigeria;
- Dr. W. N. Toombs to become Superintendent of Schools, Moose Jaw, Saskatchewan;
- Dr. A. G. Konrad to become Chair of the Department of Adult, Career and Technology Education, University of Alberta.

Table 2
Secondments of Staff Members
of the Department of Educational Administration

Staff Member	Appointment and Years
Bergen, J. J.	Assistant Dean, Faculty of Education (1970-72)
Bryce, R. C.	Chief Administrator, County of Strathcona, Alberta (1981)
Bumbarger, C. S.	Consultant to the Edmonton Public School District (1980-81)
Enns, F.	Associate Dean, Planning and Development, Faculty of Education (1970-75) Acting Dean, Faculty of Education (1975-76) President's Advisory Committee on Campus Reviews (PACCR) (1981-92)
Gue, L. R.	Co-Director, Thai-Alberta Co-operative Assessment, Thailand (1979) Project Management Consultant, Community Secondary Schools, Thailand (1980-82)
Hodgson, E. D.	Associate Dean, Faculty of Graduate Studies and Research (1969-71)
Holdaway, E. A.	Director, Office of Institutional Research (1978-1987)

Table 2 (continued)

Staff Member	Appointment and Years
Konrad, A. G.	Coordinator, Centre for the Study of Postsecondary Education, Faculty of Education (1977-82) Chair, Industrial and Vocational Education (Adult, Career and Technology Education) (1986-)
McIntosh, R. G.	Assistant Dean, Faculty of Education (1972-74) Associate Dean, Planning and Development, Faculty of Education (1981-83)
Miklos, E.	Head, Educational Planning Mission, Alberta Human Resources Research Council (1970-71) Associate Dean, Research and Graduate Studies, Faculty of Education (1983-86)
Mowat, G. L.	Cameron Commission, Royal Commission of the Government of Alberta (1957-59) Chairman, Provincial Board of Post-Secondary Education, Government of Alberta (1967-68) Acting Vice-President, Planning and Development, University of Alberta (1974-75) Acting Director, Institutional Planning and Research, University of Alberta (1978) Associate Dean, Faculty of Graduate Studies and Research, University of Alberta (1978-79)
Neal, W.	Associate Dean, Planning and Development, Faculty of Education (1967-69) Vice-President, Planning and Development, University of Alberta (1970-74)
Ratsoy, E. W.	Assistant Dean, Program Evaluation, Faculty of Education (1977-79)

Table 2 (continued)

Staff Member	Appointment and Years
Small, J. M.	Special Assistant to the Dean of Education, University of Alberta (1976-77) Assistant Dean, Faculty of Education (1980-84) Assistant Dean, Student Services, University of Alberta (1984-86) Coordinator and student advisor, Adult and Higher Education Programs (1986-88)
Sparby, H.	Advisor on Academic Curricula, Comprehensive School Project, Thailand (1969-71)
Worth, W. H.	Dean, Faculty of Education, University of Alberta (1976-83)

Besides positions detailed in the table of secondments, staff have served as editors of journals published in the Faculty of Education:

Dr. E. Miklos — *Alberta Journal of Educational Research*,
December 1969 - June 1972;

Dr. W. H. Worth — *Alberta Journal of Educational Research*,
March 1986 - March 1988;

Dr. M. L. Haughey — *Journal of Phenomenology and Pedagogy*,
1986 - present as contributing editor; and 1987-88 as senior editor.

Members of the Department have also figured prominently as directors of the CEA Short Course (Reeves, Sparby, Knill, Hodgson) and the Principals' Leadership Course (Worth, Andrews, Downey, Enns, Miklos, MacKay, Bergen, Gue). They have served as chair or member of major boards and commissions: Mowat on the Cameron Commission, the Board of Post-Secondary Education, and the Private Colleges Accreditation Board; Worth on Commission on Educational Planning and the Private Colleges Accreditation Board. Friesen served as president of the Canadian Society for the Study of Education during its crucial formative period, and Miklos, Ratsoy and Haughey have been closely associated with the Canadian Association for the Study of Educational Administration including service as president of that organization. Holdaway served as president of the Canadian Educational Research Association and Ratsoy as executive director. Ratsoy served a term as president of UCEA, and both Enns and Miklos were members of the executive of the National Conference of Professors of Educational Administration. The Banff Regional Conference was a creation of the Department, and its directorship was circulated widely within the Department. Two staff members (Andrews and Hodgson) served on the Edmonton Public School Board, and each was elected its chairman during his term of office.

It was also inevitable that department members would be in high demand as speakers and workshop leaders at meetings of teachers, principals, superintendents, school trustees, and school business officials.

Department Leadership

During the thirty-five years of its existence the Department has had relatively stable leadership. Except for the two acting appointments (Enns and Worth) there have been only six chairs in the 35 years (see Table 3). Each made his unique contribution to program development or consolidation. The first two decades constituted a period of growth and relatively generous funding levels. More recent times have been characterized by financial limitation, restricted freedom to add positions or even to replace retiring faculty, and by generally tight operational guidelines. Chairs of the different times have therefore had to struggle with, and resolve, problems of differing character and urgency.



(upper) Dr. Fred Enns and his wife Nettie; (lower) Dr. Walter Worth (left) and Dr. Erwin Miklos. Dr. Miklos followed Dr. Gordon Mowat as Department Chair.



Three Department Chairs and their wives: (l.-r.) Dr. Erwin Miklos, Dr. Gene Ratsoy, Madeleine Miklos, Jeanne Ratsoy, Dr. Chet Bumbarger, and Angie Bumbarger.



Dr. Ed Seger (1977-82) was the fifth chair of the Department.



Academic staff 1985: back row (L-R) John Bergen, Ed Seger, Wally Worth, Chet Bumbarger, Ernie Hodgson, Les Gue, Dave Friesen, Fred Enns, Gene Ratsoy, Frank Peters, Erwin Miklos, Jim Small, Ken Ward, Mary Nixon; front row (L-R) Abe Konrad, Joe Firs, Ernie Ingram, Gordon McIntosh, James Balderson, Craig Montgomerie, Al MacKay, Don Richards.

Table 3
Department Chairs

Chair	Years
A. W. Reeves	1956-1967
F. Enns (Acting)	1967-1968
G. L. Mowat	1968-1973
E. Miklos	1973-1977
J. E. Seger	1977-1982
C. S. Bumbarger	1982-1988
W. H. Worth (Acting)	1988-1989
E. W. Ratsoy	1989-

Reminiscences on Staff Members

Quite appropriately, A. W. Reeves is widely remembered by both former staff and former students. He was the subject of comment by more persons interviewed than any other staff member.

Herbert Coutts recalls the appointment of A. W. Reeves as head of the new Division of Educational Administration, following the allocation of the W. K. Kellogg Foundation grant and the agreement that the program be established at the University of Alberta:

Well, someone told me — I can't remember who, though it might have been Bill Swift — that Art Reeves had just come back from Stanford where he'd finished his doctoral program. I went to (President) Andrew Stewart's office and suggested Art. Now Art had also been on the Coterminous Boundaries Commission.* When I suggested Reeves, he was enthusiastic. I didn't know that

*Editor's footnote: The Coterminous Boundaries Commission had redrawn school division and municipal district boundaries so that the two coincided, thereby streamlining the administration of local government services. Stewart, an agricultural economist, would have known of this work and appreciated the effectiveness of the Commission.

Art would accept the job, but he did. We were able to give him a whole year for planning, when he didn't have to run a department. Art went to every province in Canada. He had good relationships with Department of Education people and in every province he whipped up enthusiasm.

Because he died in 1968, students and staff of more recent years have no first-hand memory of the man. Students and staff from before that time have extensive recollections to share. Needless to say, the memories vary widely, but together they leave an impression of a dynamic, forceful individual with a strong sense of purpose, steadfast determination, an analytical, thoughtful approach to his task, and a deep commitment to building a Canadian centre for the study of educational administration. Ian Housego, a student in the early years, now a professor at the University of British Columbia, remembers Dr. Reeves in this way: "Well, Reeves himself stands out. He was a very able and successful administrator. All of us knew that in short order, and it was interesting to watch him in operation."

Henry Kolesar, formerly Alberta Deputy Minister of Advanced Education, also an early student, says:

He was my advisor, initially. I was under the assumption that an advisor would regularly want to see the advisee. Well, I started summer school in July, and I didn't see Dr. Reeves again until about November or December and then in the elevator. There were the two of us in the elevator, and he looked at me and said, 'Are you still here?' He was a delightful character; there's no question about that. Probably the greatest Department Head that Ed Admin had in Alberta.

Bob O'Reilly, Department Chair at the University of Calgary, a student of the same period as Kolesar, recalls:

The story of Educational Administration at the University of Alberta is replete with tales about Art Reeves. During my first year in the doctoral program we were told many stories of his influential ties to school boards and departments of education across the country and beyond. Some of the stories took on the quality of myths as Art was reputed to stride larger than life across the university and the world of school management.

Kevin Wilson, professor at the University of Saskatchewan, remembers:

I must say something about Art Reeves; unfortunately, I never did get to meet the man — he corresponded with me very personally and very warmly, sending me quite long letters to make the transition from Tasmania to Edmonton as easy as possible. For example, he arranged ahead of time for me to have accommodation for my wife and four children and myself. And a contact person was there to meet me at the train when I first arrived — Neil Stewart, a Western Australian, who was a PhD student.

Terrence McKague, the Chancellor of the University of Regina, has these recollections:

One thing I'm almost embarrassed to comment on is that we used to kid about Dr. Reeves because he spoke in a very low voice. It was often very difficult to pick up what he was saying. We hadn't had the opportunity to know him other than in an administrative context, but certainly we knew of his reputation and what he had been able to do for the Department. The Department was still fairly young at that time, but it had already established a very favorable reputation. Among the reasons for that was the work that Art Reeves had done on its behalf.

Murray Scharf, Dean of the Faculty of Education, University of Saskatchewan, has extensive memories of Reeves, how he worked and how he was perceived by students:

Here's how I came to be in the program. I had made an appointment with the head of the Ed Psych Department to enter into their doctoral program. I went up to meet with him one afternoon and he wasn't available, so I wandered about the building. On the next floor was Ed Admin. I went into the outer office and asked the secretary there if I could have some information on their doctoral program. Reeves overheard me and called me in, told me a bit about the program, and asked if I'd completed an application form. I said I hadn't, and he gave me one right there. He signed it, picked up the phone, and made arrangements for me to write the Miller Analogies. And I wrote the Miller Analogies — never did see the head of Ed Psych — and the next Tuesday I got a letter in the mail admitting me to grad studies in Ed Admin with a research assistantship.

Another thing about Reeves — he arranged for jobs. At the end of the program I went in to see him about doing an internship: I had

applied for some administrative posts in the Edmonton Public Schools. Reeves told me this was not appropriate, that I was not going to be an administrator in a school system, that I was going to be a university professor. He told me he had spoken to a number of department chairmen about such a possibility. The list included Morley Toombs at the University of Saskatchewan. He arranged for Morley to talk to me. If I wanted to come to Saskatchewan, that was my choice, but that was the route that I was going to take. And when I went up to take my electives in the program — you know, you sat down with him and went through what your electives were going to be — they were selected accordingly.

Reeves was bright, and very well connected with people. I recall that he was directive with students, but he explained why. And for me it was probably right. I'd only been in the school system for three years. I didn't have the experience necessary to make the transfer, in his opinion, from theory to practice. I would have had to go into a school system and assume a junior position, and that would not lead to what he saw as a productive career. In terms of what I've done, I'm just happy as I can be. I've enjoyed being a prof. I really like it here at the University of Saskatchewan.

With some students in the Master's program he said, 'Look, I think that you should have your doctorate', and we're going to take you out of the Master's and put you in a three-year doctorate. And he made the resources available to them. I think that (a) he had an excellent program, (b) he got a reputation for the program by placing people within the network of educators, and (c) he sure gave you financial support.

The late Peter Atherton, formerly Dean of Education, Brock University in St. Catharines, Ontario said:

I was doubtful about the value of the MEd and PhD. This led Art Reeves to say, 'You are probably familiar with the usual doctorate. If you take an Alberta doctorate, you will enter an entirely different league.' He was right.

Walter Neal, a former staff member, recalls:

My first contact with Art Reeves was in 1962-63. He brought a whole new way of thinking into the study of educational administration. I came from overseas and had had contacts with American and British educators, but none with new ideas as

conveyed by the Edmonton group. Art Reeves made a great impression on us.

Bob Bryce, formerly a professor in the Department and recently retired as Dean of Education, University of Regina, reminisces:

I remember in the early years that the Reeves approach sought good people, experienced people, and brought them into the Department. They were almost assured of occupying leadership positions upon graduation. Yet the department complemented this process by encouraging leadership, helping in its formation, and nurturing and supporting it in many places.

One day when I was nearing the end of my master's program, Art Reeves called me into his office, and told me that I would be in the doctoral program next year. It was a totally unexpected development for I had arranged with Bob Rees, Chief Superintendent of Schools, that I would be on a superintendency the next year. So I went to see him, to ask about withdrawing from our arrangement. Rees intimated that the necessary arrangements had all been made. Art Reeves had arranged everything before he informed me.

Lorne Downey, Professor Emeritus, University of British Columbia, was a close observer of Reeves:

Art Reeves could be seen as the founding leader, entrepreneur, promoter, and scholar. He was admirably assisted by Dean Pete Coutts, who had a genius for 'driving with loose reins,' encouraging, supporting the Department so that it began to blossom. Art Reeves' ability to recruit people, outstanding people, over the years was also vital. Art's close association with the University of Chicago, Stanford and influential people across Canada, Australia and Britain helped the growth. Art was a different kind of chairman. He could 'think' and pass thoughts on to other people brilliantly. I could sense the cigar smoke preceding him as Art came along brilliantly expounding another new idea. Art walked around as if he had nothing to do, for he had always done his homework. He was a hard worker — but he worked out of sight. In this he was above most people, and it influenced the work ethic of the faculty and students.

Although memories of Art Reeves loom large in the minds of students and former staff, other staff members are also recalled. As might be expected, some names are brought forward for special comment.

Ian Housego says:

I suppose the most exciting feature of that year from the point of view of studying content was to take a class from John Andrews in supervision of instruction. He was a newly minted professor at that point, just arrived from the University of Chicago. He was a marvellous teacher and we were all quite taken. I think all of us were very impressed.

Murray Scharf recalls:

I must say — it's not just an obligation — I had the best advisor in the world: Bill Knill. For me, he was great. He'd just informally meet me and ask, 'How's your dissertation coming?' and then I'd go into his office and discuss things. He was more of a supporter than a critic. For me that was excellent. If I'd had somebody that put me on a tight schedule, I would have been somewhat miffed by it. He gave me all the support I needed. But the thing I liked about Bill was that he was a divergent thinker. He would speculate. I really liked that. He played mental games; he was different. I learned that it's not just teaching the knowledge and being the critic, that's important—it's also that speculative, creative component. And Knill had that.

Bob Plaxton, recently retired as Superintendent of the Lethbridge Public Schools and now the Executive Director of the Conference of Alberta School Superintendents, also recalls the impact Knill had on him:

It must have been when I was in the Master's program that I first met Bill [Knill]. And at that time he said to me, 'You know, I have a couple of reports written on education in northern Saskatchewan.' — I believe they were written in the early '40s — and he said, 'These are of considerable historical significance. They may also be of interest to you because your uncle who was a school inspector' — his name was Chet Percy — 'was the author of these reports.' My mother's brother. And he said, 'If you ever get your doctorate I will present these to you.' I completely forgot all about that; I never thought of it again. When I went to convocation and afterwards walked down the aisle, I was met by Bill Knill and he handed me a package. And he said, 'Congratulations! I'm keeping a promise.' When I opened the package, it was these reports, in their original form. I've still got them and am very proud to have them.

Norman Robinson, Professor at Simon Fraser University, has a particular recollection of how the class of students and John Andrews, the professor, interacted:

In the fall of 1964 I returned to Alberta for doctoral studies. It was during my PhD studies that I felt the full force of John's influence. Once again, John became my senior advisor and under him I began to shape my dissertation topic. John was also responsible for the seminar for first year doctoral students. There were eight people in our seminar and when I look back on it, we really were a rag-tag bunch of would-be scholars. We were enthusiastic but we were undisciplined. We had marvellous ideas, but our ideas had never been tempered by reflection or debate. We were enormously rich in terms of professional experience, but our experience was essentially narrow and parochial. Wes Eddy and Henry Anderson had come from rural school principalships in Alberta just as I had come from a similar rural school principalship in British Columbia. Les Gue had been a school superintendent in northern Alberta. Jack House and Alice St. James had backgrounds in urban education. Jack had been a vice-principal in North Vancouver and Alice had been a school principal in Montreal. Ian Paterson was an Australian and his experience was primarily in private schools. Guy Marion was from Quebec City where he had been a teacher.

You may wonder how John accomplished our transformation. The answer is simple. He did it by example. His objective was to transform each of us into an informed and disciplined thinker. Whenever we were in John's presence, we had before us the best example one could find of an informed and disciplined thinker. Our doctoral seminar used to meet for three hours three times a week. Spending nine hours a week with John Andrews starts to shape a person. John expected us to be well-prepared for the seminar (as he always was). He expected us to contribute effectively to the discourse (as he always did). He also expected us to listen attentively to others (as he always did). But above all, John expected us to examine our ideas and evaluate them critically in terms of the new ideas we gleaned from the reading or class discussions (as he always did).

Graham Kelsey, now at the University of British Columbia, remembers two of his professors:

I recall the arrival of a young, engagingly gentle former editor of the *Harvard Educational Review*. Gordon McIntosh never, ever said that he knew best, but he managed to convey the impression that

new ways were, if not always right, at least worth trying. Even if he hadn't ever had to search the toilets before a school dance, he had an idea or two about the kind of social relationships that could exist between students and teachers. Great! We'd never really thought of ourselves as subordinates anyway. Colleagues. That's what we really were.

Bill Knill probably never knew how much he warmed the heart of a new and very strange-feeling Master's student by asking him out to lunch. There we were, riding up in the elevator early in the year and, out of the blue, 'Come to lunch. They have clam chowder at the Faculty Club today.' I found out later that it was his custom to take a couple of new students out on Fridays in the first term. He never taught me as far as I recall. But his was one of those contacts, gentle and without demands, that I remember as a very warm part of my becoming part of the Department.



Dr. Harry Sparby (left) was one of the founding members of the Department where he taught until his retirement in 1971. Dr. John Bergen earned his PhD in the Department in 1967 and served on the staff from 1965-1989.

Student Recruitment

A university program must have students. A new program in a university which was itself not well known might be expected to have to work diligently at recruiting students. This might be especially so in a field which was not well-known, and in which there was no long-standing tradition of graduate study. Thus it was that student recruitment and selection were of central importance in the early years of the Department's history. Through contacts with persons in provincial departments of education, senior administrators in school systems throughout the country, and through extensive travel and attendance at conferences and seminars on educational administration, Reeves and his colleagues encouraged educators to put forward names of persons who might have an interest in and could benefit from graduate study. Nominations were carefully followed up.

Gordon Mowat recalls this activity.

In the earlier years of the Department, "recruitment" of students was a different proposition than it was in the later years during which I was there. When we started out there was quite a bit of enthusiasm right across Canada for the program through the CEA short course. The personal contacts that were developed between Art Reeves, Herbert Coutts and staff members, on the one hand, and superintendents of schools, on the other hand, provided the basis of recruitment. Many of the early students were nominated by people in the field, the superintendents or the deputy ministers. Nominees came from the Departments of Education, or were teachers and principals. In other words, for a number of years, most of our recruits had already been selected by their employers as being outstanding people and, almost without exception, they had had administrative experience at a significant level. We gave the Graduate Record Examination and the Miller Analogies Test, and

we placed a great deal of emphasis on the transcript of past academic achievement. We have to remember that the Department had to establish itself in the University in terms of the quality of students that it had and the quality of work it was doing. I think that the academic records of the people that we put up for scholarships, administered through the Faculty of Graduate Studies, played no small part in establishing the Department's status. In later years there were changes. I won't say that students were any better or any worse. I think we have always had outstanding students. As the years went by we recruited for doctoral students from among our Master's students, more than we did in earlier years. The third phase of recruitment, it seems to me, was based on the proposition that it wasn't necessarily all bad to turn out what we called the green PhD — that is a graduate in Administration who had little or no experience in any administrative position prior to taking the program.

I feel that during the years that I was there — and I guess my impression is stronger regarding the first fifteen years of the Department's existence — we had top students, outstanding people. As you know, they went on to occupy prominent positions, not only in Canada, but elsewhere.

Where Gordon Mowat speaks of aspects of recruitment in earlier years, Ed Seger recalls some later developments, growing out of a broadening of the definition of educational administration.

Over the sweep of the years that I knew the Department, the backgrounds of the students seemed to get wider and wider; that is to say, at the beginning they were essentially all principals, superintendents, or someone destined to be a superintendent. Then we started adding people from health administration, we started adding people from nursing, we started adding people from the university/college sector and from a much wider variety of places in the world. So the student body over the years was broadened in background and broadened in geographical source.

Harry Sparby summarizes the prevailing opinion among staff of the Department.

Certainly one thing I liked about our program in Ed Admin here is that we had students from all across Canada. We may have taught these people something but we learned something from them too. So it was a very interesting experience to be involved in more than just our own provincial education system.

Overseas contacts also proved to be productive in the recruitment of students. Early in the decade of 1960-69 Reeves was invited to visit Australia, and in particular the offices of state departments of education. As a result of the interest generated regarding graduate study at the University of Alberta, the Australian departments entered into an agreement with the Department of Educational Administration under which the University of Alberta reserved one graduate assistantship to be awarded to an Australian scholar selected by state departments in rotation. As a result, some of the most senior Australian educators came to Alberta for study at either master's or doctoral level. When they returned they promoted study at the University of Alberta among their colleagues. Hence, many more highly qualified, capable individuals have come to Alberta than those provided for in the Reeves arrangement. Indeed, over the years some eighty have studied here, and Australian educational administration, especially at senior levels, is liberally sprinkled with graduates of the University of Alberta.

In later years contacts with many other countries, including Thailand, Ghana, Zimbabwe, Tanzania, Nepal, Korea and China have brought students to Alberta to pursue studies in educational administration. As the Department became widely known, the emphasis on active recruitment of students has declined. And as the reputation of the Department on the campus became established, admission standards could be somewhat more broadly interpreted. Although numbers of students from Australia, the Far East and African countries have been substantial, the majority have been, and continue to be, Canadian.

Perhaps the comments of Dr. James D. Quarshie, from Goroka Teachers College, University of Papua-New Guinea, and Dr. Kalpana Mishra of Ghandi Open University, India, may be taken as representative of the views of our overseas students.

Quarshie recalls:

My first association with the Department was when it was housed in the General Services Building in the 1960s; and my recent association with it was in 1986-89 at the Education Building North when I went to do my PhD degree. During these periods of my association, not only did individuals in the Department inspire me greatly, but the Department as a whole contributed to my intellectual and professional growth.

In the fall of 1968 I arrived late for registration at the U of A as a first-year Education student from Ghana, my home country. I went to see Dr. John Bergen for registration and he put me (and a friend of mine, Frank Arthur, now a Canadian resident in Ontario) in his Ed Admin 261 course. Through the inspiration I gained, this course was to greatly whet my appetite for the study of educational

administration. Thus when I started my MEd program at the U of A in the early 1970s, although I was in the Secondary Education Department, I made sure that I added some courses in Ed Admin to my program.

When I returned to the Department in January 1986, this time as a full-time PhD student of the Department, I realized even more fully the opportunities and expertise available there. With the professor who gave me inspiration for the study of Ed Admin and a leading scholar in the field, Dr. Bergen, still in the Department, I was very happy to have him as my program and thesis supervisor. In classes, I was also exposed to other leading scholars in the field including Professors Friesen, Holdaway, MacKay, McIntosh, Ratsoy, Richards, and Worth. There were many others outside of classes, all of whose ideas have greatly influenced me.

Additionally, the cosmopolitan nature and the varied backgrounds of staff and students enriched me immensely. By the time I left the Department, after a stay of about three and a half years, I had associated with people from many provinces of Canada, and from many parts of the world, including Australia, Burma, China, Ethiopia, Germany, Iceland, Nigeria, Papua New Guinea, Philippines, Thailand, and the U.S. Combining this diverse nature of the staff and students with the expertise and friendliness of the professors made the Department a culturally rich and pleasant place to study. The use of expertise from outside the Department, such as Professor Baird from the Department of Political Science and Dr. Pickard from Alberta Education, also added to the richness of the graduate programs of the Department.

The support staff and facilities, including computer and other lab facilities, also made studying more enjoyable and rewarding. I would like to make special mention of, and to register my gratitude to Aurelia Dacong and Mrs. Chris Prokop with regard to support services. Their readiness to help students in the Department was always apparent to me.

Above all, I would also like to mention the generosity of the Department in funding people like myself for whom, but for such funding, studies in the Department would not have been possible. For this generosity, I say 'thank you' to the Department and the various Chairmen who facilitated such funding. May God bless you all.

Dr. Kalpana Mishra writes from India:

I would have loved to reminisce and write something about the Department I loved so much, about the time when I worked so hard but enjoyed that at the same time. I still remember the welcoming corridors and friendly atmosphere of the Department. Encouraging smiles, pleasant talks, shared woes and happiness, loneliness and friendliness all come back to me. I am grateful for the knowledge extended by the faculty, the cooperation given by the staff, support provided by the peer groups — well, for everything. All was worth recapitulating. Maybe there will be a next time.



Joseph Mankoe arrived from Ghana in January 1990 to study in the MEd program, and stayed on for doctoral studies.



Milton "Mick" March, who completed his PhD in the Department in 1981, receives his MBE from the Australian Governor General.



above (L-R): Vaughn Alward (New Brunswick, 1982), Keva Bethel (Bahamas, 1981), Bob Loewen (Saskatchewan, 1983), and Mick March (Australia, 1981) were classmates in the PhD program.

below: Bijaya Thapa (Nepal) and Sandy Umpleby (Medicine Hat) are senior students in the PhD program.



above: Six Australian graduates of the PhD program and family members: (standing L-R) James Sarros (1986), daughter Rhiannon, Anne Sarros, son Nicholas, Michael Gaffney (1987), Harry Payne (1987), Neil Johnson (1988), John Carruthers (1986); (kneeling L-R) Belinda Johnson Lee holding Aaron Gaffney, Janiece Moylan (1988).

below: Madhav Mainali (1985) returned to Nepal after completing doctoral studies in the Department.

Program

Developing the program was not just a matter of taking existing courses of study and by judicious selection, constructing new ones. Rather, new courses needed to be devised and those that were in existence needed to be restructured. First came the challenge of creating a master's degree program in the administration of education in Canada. Hard on the heels of such a program came the need for one at doctoral level. Contrary to practice in other fields of graduate study — the sciences and humanities — there was (and is) no undergraduate field of educational administration, and hence no honors program from which graduate study might proceed. Where in those other fields content studies and orientation are essentially complete before enrollment in graduate work, in educational administration the graduate programs deal of necessity with content. Most graduate students brought with them some experience in schools and school systems, and thus had already satisfied the orientation requirement; the research component of graduate study had to be fitted into programs already heavily loaded with content courses.

Where graduate study in a science is really preparation for practice in that science in a university department or research centre, graduate study in educational administration is primarily preparation for practice at a relatively senior level in schools and school systems. Thus the student in the latter discipline must also have opportunity to gain practical experience and to test "theoretical" learnings in practical situations. Because many graduate students bring with them a wealth of practical experience, that component can be selectively constructed to help fill gaps or to point to specialized applications of generalized learnings.

These and similar issues occupied the attention and absorbed the efforts of the young Department of Educational Administration. As Swift points out (p. 59), the initial position of the Department was that the study of administration is a general, generic field. Hence the commitment to broad, general study, for the preparation of future superintendents of schools, principals of secondary or

elementary schools, supervisors of specialist programs, and so forth. The content of courses treated several general themes: defining the nature of administration in the context of public education; administering instructional programs; administering educational personnel; legal questions of practice and organization at federal, provincial and local levels of government; matters of school finance — both issues of revenues through grants, fees and taxation, and the processes of budgeting and control of expenditure.

Clearly such questions and issues are related to a number of disciplines outside the field of education: sociology, social psychology, political science, economics, accounting, business administration, law, and so on. The derivation of course content became, in part at least, the selection of appropriate concepts and implications for practice in school settings from the parent disciplines. To guard against the possibility of naiveté in the selection of such content, the aid of scholars in the various fields was enlisted. They assisted in identifying relevant concepts and by participating in seminars and serving on supervisory committees for research projects. The contributions of these colleagues in the early period of development was invaluable. They lent a degree of credibility in areas which had not been part of the study of educational administration, credibility which could not have been achieved otherwise. Yet, over a period of time, the Department of Educational Administration professors themselves became highly conversant with the relevant aspects of the respective fields, and gradually the participation of adjunct persons declined and eventually ceased altogether.

With the establishment of the new division came the task of developing curriculum for the students who were shortly to come for full-time study and research. The first versions of master's-level courses which appeared following 1956 were, in many ways, similar to those which had existed earlier. These were transition measures, however, for the development of a four-course core was completed before the end of the decade. The program for the MEd degree consisted of (1) The core subjects — introduction to administration, administration of educational personnel, administration of education in Canada, and practical problems of administration at school and district level; (2) Two course equivalents in research methods and statistical analysis appropriate to educational research; (3) Four additional elective courses; and (4) A thesis. Students were encouraged to enrol in courses outside the Division of Educational Administration, especially to sample social science courses, and a general course dealing with school curriculum issues and foundations.

The first version of the doctoral program was centered on a seminar which extended the content of the core courses from the MEd program. Senior people from departments such as Sociology, Economics, and Political Science were invited to participate both as lecturers and discussion leaders. The PhD program

required two years of full-time residence, and students were encouraged to clear course deficiencies, or to supplement background studies in such areas as the MEd core, educational philosophy, and educational psychology during intersession and summer session periods. In the second year of the program students registered in a seminar dealing with practical issues in school administration, and in one course related to the area chosen for thesis research. Following completion of course work, students sat for a comprehensive examination which covered the foundations of education (psychology and philosophy) as well as administrative knowledge. Successful performance on the comprehensive examination entitled the student to proceed to the preparation of a research proposal and the candidacy examination. In the 1950s, and extending into the 1960s, the university regulations required that a candidate for the PhD degree possess a reading knowledge of two modern languages other than English. The EdD required only one such language. The requirement could be met through private study, or enrollment in appropriate courses, and successful performance on an examination set by a professor of the appropriate language department. Most students chose French and/or German, though one or two are known to have chosen Russian.

Also during the period from May to September of the first year of their programs, doctoral students were involved in Departmental activities such as the Banff Regional Conference, the CEA Short Course, and the Principals' Leadership Course.

Altogether, it was an arduous program. Deadlines overtook the student in all-too-rapid succession. From the comments of former students, however, it is evident that most thrived under the regime, and all were tremendously stimulated both intellectually and professionally. The student group was highly cohesive and supported its members in times of stress. And the staff, though demanding, were also perceived as understanding and supportive.

By the early 1960s the foundations for the doctoral program had been laid. Although the program has continued to evolve, these foundations are still evident in doctoral studies in educational administration at the University of Alberta.

In its early form, the first-year doctoral seminar was a two-hours-per-day, five-days-per-week activity. It dealt with four major topic areas: theory in educational administration, administrative behavior, political-legal aspects of administration, and the economics of education. Participating in the seminar with staff and students of educational administration were sociologists, social psychologists, political scientists and economists. In an evolutionary process, this seminar resolved itself into a four-course core for the doctoral program. The four courses which grew out of it were: Organizational Theory, Administrative Behavior, Politics of Education, and Economic Environment of Education. The courses

continued to be staffed by professors in Educational Administration, and the corresponding social science departments. The participation of the latter was formalized by the joint appointment of distinguished social scientists who assisted not only in the lecture and discussion sessions, but also served on supervisory committees for students engaged in dissertation research. Probably no other program in educational administration in Canada or the United States gave so much attention to the relation of the social sciences to educational administration, nor devoted the same level of staff resources to core studies.

Through a gradual process of adaptation, and also because the University was moving to three-credit courses, each of the core courses was divided into two parts. Part I was offered in the first term (Fall) of the year and was required by all students. Part II, a development in depth of Part I, was offered in the second term, and students were able to select one or more, as interests and needs dictated.

Gradually, too, the modern language requirement was dropped by the Faculty of Graduate Studies and Research. The comprehensive examination was also dropped, the judgement being that it was, in truth, a second candidacy examination and therefore not really required in the decision about whether a student was ready to proceed to the dissertation.

Former members of staff have clear memories of how aspects of the program developed, of their own involvements and the intellectual excitement they experienced.

Herbert Coutts recalls how "Art Reeves and the planning committee for the program would go to areas in Sociology, Political Science, Economics, Law and invite people like Bob James, Dick Baird, Eric Hanson and Wilbur Bowker. Part of Art's thinking was to glean from these disciplines the relevant things they could offer to school principals and superintendents."

Gordon Mowat, a former chair of the Department, comments:

One thing I tried to do was to help the Department to respond to what we perceived, or what people in the field perceived, to be the needs, that is the expansion of opportunities to do graduate studies. Hence, we placed some emphasis upon the desirability of having a spring session, the desirability of having the Administrative Development Program, the desirability of having a non-thesis route, the desirability of making some modifications in residence requirements. We started out with quite an emphasis on the importance of the residence requirements. We wanted students to be with us for at least a year to think about their program, to be immersed in it and not to be distracted by working out in the field, but eventually we concluded that this emphasis had to be modified

a bit to accommodate some broadening of opportunity to take courses.

Walter Neal comments:

For me it is amazing that the University of Alberta was chosen to develop an educational administration centre and receive the Kellogg money. There must have been dynamic leadership to convince the Kellogg people that Alberta was capable of handling this new venture — to put this remote centre on par with the University of Chicago and with Stanford. Perhaps therein lies one of the greatest achievements. The University became one of the major partners in the University Council for Educational Administration — a member of an elite group.

Lorne Downey reflects that in the program

The development of two or three major research themes was a significant step forward. The work in organizational climate, leadership, and motivation has remained.

A unique relationship developed with other educational organizations and leaders. This was both professional and personal. Art Reeves, Tim Byrne, and Stan Clarke were friends as well as leaders (professionals). This type of trusting relationship spread across the province.

The year I arrived we had our first interdisciplinary doctoral seminar (sociology, political science, psychology). We had six outstanding students who have since done marvelous work. It was an incredible group.

Don Kuiken, who was a joint appointment from the Department of Psychology, recalls special satisfaction with aspects of the experience:

Especially gratifying was my working with students; helping them to work through their thesis projects. In the seminars it was a mixture — at times I felt like a disturbing presence. At the same time I did not feel completely out of place. I felt I could contribute with new ideas.

Richard Baird of the Department of Political Science has had a long-standing relation with Educational Administration. He comments:

Working in the Department of Educational Administration gave me great satisfaction. I learned a lot myself and worked with a number of excellent students. My greatest satisfaction derived from working with students in their course work, that is, in the seminars. I worked with Lorne Downey, Gordon Mowat, Ernie Hodgson, and Bob Bryce. This collaborative work was especially enjoyable.

Former students also have a good deal to say about the programs they experienced.

Terry McKague recalls:

I came there as high school teacher in Regina. I had taught one year in Edmonton and three years subsequently in Regina, and that was what I was doing in 1965 at the time I entered the program.

My experience in the program was certainly very positive. I guess I had some knowledge of what it would be like because of having known some other people who had gone through the program. I was particularly looking forward to working with some of the professors who were well known, both in administration and to some extent in curriculum and instruction. It was with great anticipation that I entered the program that summer and took two classes which were quite stimulating. I found the program, as people had made me aware, fairly highly structured and certainly highly theoretical and academically rigorous. It had an analytical focus which was something that I appreciated. But it was, in fact, fairly prescriptive.

At that time the required core courses stretched over the full academic year. With three of us, it was a little bit different, and our requirements were somewhat more stringent because we did not have the master's level classes that were normally prerequisite to entering the doctoral program. So in the first year, it was highly concentrated, but became somewhat less so as the program proceeded. I did doctoral core courses in the second year, and most of the seminars were at that time.

It's difficult to recall how much emphasis was placed on practical concerns but, certainly, some of the questions that were looked at were practical for administrators. One of these dealt with the role

of principals and the supervision of staff. I can recall one of the articles in the *Canadian Administrator* entitled, "Can Principals Rate Teachers?" One of the other questions that emerged during the time we were in the program was Al MacKay's article, "Are Schools Bureaucratic?" Indeed, the whole concept of schools and systems as bureaucratic organizations was explored during that time. Another was to look at leadership, not only in terms of instruments like the Ohio studies or the LBDQ, but a new one which came along at that time, namely Fiedler's LPC. I used it among other things in my own dissertation, and McNamara from Papua-New Guinea who was in the master's program did a substantial project using the LPC scale. We looked at things like organizational climate and generally at the application of instruments which had been developed in an out-of-education context to see whether they had relevance.

Bill Duke recalls:

Working with school finance happened to be an interest area of mine, and at the time it was right in vogue. I got caught up in it in two ways. First of all, Peter Atherton was a sort of financial guru of the day and was providing leadership around the province — so much so that four of the five PhD students did dissertations in finance: Dibskey, Wallace, Wilson and myself. All were in that stream. It was just that so much of the culture at that time was oriented that way. There were also something like twelve master's students doing theses in the area of finance. Three of them were heavily involved with me. I took on a project for the Department of Education which eventually established a system for the orientation of school finance in this province and then, subsequently, we did the same thing for Treasury Department and for all of government. The point here is that sometimes one falls into an area that fits his interests and abilities, and things turn out very well.

Don Tunstall has a somewhat different recollection:

More important than the classes, though, was the process in total. It seemed to me that it offered guidance when it was needed and tended to set people free when they ought to have been free. I think that that is the essence of the experience, from my perspective.

When I say "process", I'm talking about the whole package. One of the reasons I chose the program was its organization and format.

the way courses were structured at the front end and the way they tapered off soon after the first term and the first year, and moved to more individual choice and selection. I thought that was all right. What it tended to do was to put everybody on track in a way which seemed to work.

Heather Andrews picks another aspect of the program to comment on:

Another idea that surfaces when I think back is the experience associated with the dissertation. I found that so valuable. The process itself is valuable — just having to work through generating the idea, developing it, and then carrying through the project. But one thing that was particularly impressive to me was the manner in which my committee members complemented each other. I had Gordon McIntosh and Al MacKay and Peggy-Anne Field from Nursing, and Ed Seger. I found that the input each of those individuals provided was from a different point of view. What was so valuable was that it didn't conflict — I wasn't being requested by one committee member to do something that was not compatible with what another committee member was suggesting I do. And the focus that each person gave enhanced the whole process.

Neil Johnson reminisces from afar:

Now, as an academic in Australia, I have a strong recollection of the opportunities the University of Alberta affords its students. Where else could a student be exposed to so many aspects of educational administration during coursework? Where else would a student be encouraged to take courses in teacher education (from the university president, at that), anthropology, and elementary education, and have an examiner from the Business Faculty? Where else could a student receive such outstanding statistical assistance (and student counselling) in the Department? Where else would a student have access to modern facilities, an educational administration lab, excellent computing services, a large education library, and world-class fitness facilities? Where else could a student find financial security through assistantships and a range of scholarships and prizes, and live in comfortable, affordable university housing? Where else could an overseas student enjoy the fellowship of peers from all over the world, confident that overseas students are valued by Canadians as resources rather than as mere recipients of a nation's educational services? Where else but at the U of A?

Mike Alpern, a graduate of recent vintage, found a special program thrust especially challenging and satisfying:

The most significant memory is that the total experience of being in the program was one of the most stimulating, mind-broadening periods of my life — in my education experience of 25 years. And, while I didn't have the opportunity to network with colleagues on the floor as much as I would have liked, because I was working as well as being at the University as a full-time student, the interaction is what I reckon was the most stimulating.

The other key memory was the opportunity to discuss things philosophical in an early Friday morning class of Erwin Miklos'. And it was one of those optional types of courses that, if there were enough people, it was run; if there weren't enough people, it wasn't run. People could take it for credit or for non-credit. And I found that to be a very interesting, stimulating, and probably one of the highlights of my time in the program.



Mark Solon, from Papua New Guinea, at his final doctoral oral, in December 1989: (L-R) Al MacKay, Solon, external examiner John Dennison from UBC, Don Richards, Abe Konrad, Jim Small.



Doctoral students, 1962-63, standing (L-R) Nick Hrynuk, Sherburne McCurdy, Al MacKay, Jack Peach, sitting (L-R) Phil Miller, Jack Earle, Neville Mathews, Gene Ratsoy.

The Extended Campus Program

If a need exists, it is legitimate to attempt to meet that need. This principle lay at the root of actions establishing the Division of Educational Administration in 1956. At that time there was clearly a need for a national university-based program for the study of educational administration, and the preparation of senior educational administrators. The Division and its programs met many aspects of the identified needs which related to senior positions at national and international levels. The programs' academic and theoretical rigor, the length, and the residence requirements (14 months for the MEd and 24-26 months for the PhD) served well.

While local Alberta teachers and school principals were eligible to participate in these programs, their needs were not as well served. The residence requirement, for instance, discouraged many interested and capable persons from enrolling, and the theoretical rather than practice orientation was not always suitable for their career needs. Edmonton and vicinity residents could follow alternative routes through evening credit programs offered on campus. But students in more remote communities could not do so. Moreover, school systems with limited resources were not able to fund leaves for their personnel to engage in full-time graduate study programs.

Accordingly, in 1981, the Department of Educational Administration initiated an Extended Campus MEd Program (or Outreach MEd). This program was aimed at interested students residing beyond commuting distance of Edmonton. It made use of College facilities in the respective communities, and classes were scheduled so as to provide the same number of class hours as for equivalent courses on campus. The original program required students to obtain released time from their employers to attend classes held during regular school hours. More recently this has been modified so that all classes are held on Friday evenings and on Saturdays. Typically, two instructors travel from Edmonton to an off-campus centre to give lectures and advise students.

The program proceeds in two-year blocks to permit adequate breadth of offerings while maintaining reasonable student course loads. Since a program at any given centre serves all of those expressing immediate interest, it rotates to another community in the next stage.

The program has been funded through a conditional grant from Alberta Advanced Education. The original grant was for a five-year period; in 1986 it was renewed for a further five years, and in 1991 a scaled-down version was approved for a final three years.

The first class, consisting of 12 students, started in Grande Prairie in September of 1981. During the existence of the program 175 students have enrolled and 109 have graduated. A further 50, at time of writing, are actively pursuing their programs, with another 17 in Yellowknife beginning in September 1992.

Over this time a number of modifications have been introduced — dropping the released time requirement has been mentioned above; the number of courses offered at the extended campus site has increased from six to eight; and in recent years efforts have been made to give courses, or parts of courses, through the techniques of distance education. This latter innovation has eased the travel requirements for both instructors and students without reducing the overall efficacy of the program. Arrangements have also been made to give students full access to University of Alberta library resources, and to obtain the advice and assistance of instructors through an electronic messaging system.

The students served by the program in the last decade have come from many different communities in Alberta. A listing of those served in various program sites is provided in Table 4 below. It is clear from the number of communities named that most of northern Alberta has been served. Table 5 provides a breakdown of the number of students who have registered in, and successfully completed, the program since its inception in 1981. Clearly, a significant number of individuals have had the opportunity to obtain a master's degree through the program.

Table 4
Program Locations

Extended Campus Site	Students' Home Communities
Athabasca:	Athabasca, Lac La Biche, Smith, Vilna, Westlock
Camrose:	Ashmont, Camrose, Drayton Valley, Edmonton, Ponoka, Sedgewick, Stettler, Vegreville, Wetaskiwin
Fort McMurray:	Fort McMurray
Grande Prairie:	Beaverlodge, Eaglesham, Fairview, Fahler, Fort St. John, Grande Cache, Grande Prairie, High Prairie, Hines Creek, Hythe, Sunset House, Tee Pee Creek, Valleyview
High Level:	Assumption, Buffalo Head Prairie, Ft. Vermilion, High Level, Jean D'Or Prairie, La Crete, Rainbow Lake
Peace River:	Fairview, Girouxville, Grande Prairie, Grimshaw, Manning, Peace River, Sexsmith, Valleyview
Red Deer:	Carstairs, Eckville, Lacombe, Olds, Red Deer, Rimbey, Rocky Mountain House, Stettler, Sylvan Lake, Trochu
Vermilion:	Bonnyville, Elizabeth Settlement, Innisfree, Kitscoty, Sedgewick, Thorhild, Vermilion, Vilna

Table 5
Number of Students in the Program

Year	Location	Number Admitted	Number of Graduates
1981/82	Grande Prairie	12	11
1982/83	Red Deer	11	11
	Fort McMurray	13	12
1983/84	Red Deer	8	8
	Grande Prairie	10	10
1984/85	Fort McMurray	7	6
1985/86	Red Deer	12	11
	Peace River	13	11
1986/87 ¹	Vermilion	10	10
1987/88	Grande Prairie	7	6
1988/89 ²	Athabasca	10	10
	Fort McMurray	4	2
1989/90	Camrose	16	7
	High Level	15	2
1990/91	Grande Prairie	11	3
1991/92	Grande Prairie	16	0
Total		175	120

¹An examination of the number of students who have completed the program within the time allotted to them shows a success rate of over 90%. Six students have received extensions on their programs and may still complete their programs successfully.

²It should be noted that students entering the program normally have four academic years in which to complete their degree. Students beginning in 1988 have until the Fall 1992 Convocation to complete their work without requiring any special consideration.

Research

A strong research orientation goes hand-in-hand with an emphasis on graduate programs; consequently, research has held a prominent place in the work of the Department over the years. Research activities have taken various forms: doctoral theses, masters' theses or research projects, individual or team research initiated by members of the Department, and research initiated by outside agencies that is performed as a service on a contract basis. Both within and across different forms, the research of the Department of Educational Administration is characterized by variety and diversity in both methodology and substantive focus. The diversity is indicative of the broad range of areas encompassed by the definition of the study of educational administration that developed in the Department over thirty-five years. In large measure, the variety reflects also the diverse interests and orientations of researchers as well as the changing issues that confront educational administrators.

Research of a service nature in the Department began with surveys of school systems. The focus of these studies was primarily on administrative structures and relationships; however, more general planning and development considerations were also included. Initial studies were carried out in a number of urban and rural school jurisdictions in Alberta and Saskatchewan. In later years, there was a shift in service-oriented research from surveys to studies conducted for government departments, trustees' associations, post secondary institutions and other agencies. The shift expanded both the types of organizations served and the substantive focus of the research.

Service research has covered a broad range of topics including educational finance, educational programs, continuing education needs and various specific facets of administrative structures or processes. Much of the research has been oriented toward identifying possibilities for improvement in some aspect of institution or system administration. Five such studies are discussed in Chapter 11. However, the relative emphasis on describing a situation, assessing

practices and recommending changes in practices or policies varies across the studies. For example, a major study of the Initiation to Teaching Project, sponsored by the Alberta Department of Education, had a particularly strong evaluative dimension.

The service-oriented research that was initiated in the late 1950s has remained a significant component of the total research conducted in the Department. Members of staff continue to have numerous opportunities to respond to requests for proposals. The research projects usually involve teams of staff members and graduate students as well as researchers from other universities or agencies. As a result, the research helps to bridge various aspects of the Department's operations and to strengthen relationships with other organizations.

Gordon Mowat comments on this point as follows, with reference to studies conducted by staff and students during the first 10-12 years of the department's existence:

I think we made some contributions and what I recall is that our focus in the early stages was on research which had some bearing on the field. For example, Peter Bagen, Fred Enns and Sherburne McCurdy all did theses on some aspect of the law affecting the schools and each resulted in the publication of a book. We made one big effort at the development of a comprehensive research project into which individual theses would fit and make a contribution. The Composite High School Study was such a contribution. Then there were several theses written when Peter Atherton headed the area of school finance. Will Toombs did a study on federal aid to education in Canada which was most interesting. Peter did one on the development of a cost of education index; Mike Skuba did an analysis of pupil transportation costs. Our studies regarding the Teachers' Associations were of interest to the Teachers' Associations themselves, Ernie Ingram's thesis for example.

The early professors in the department had had extensive field experience. They had been school inspectors, school superintendents, Department of Education officials or at least principals of schools. That could have been a factor that would result in more practical kinds of research studies. But there was another factor and that is that we wanted to demonstrate that we had something to offer to the practitioner and in the last analysis the whole exercise is pointless if it doesn't have something to offer.

A second main stream of research consists of studies initiated by staff members and by graduate students. For the reasons already indicated, these studies are also

characterized by a high degree of diversity and variety. Because of the close relationship between staff and student research, the doctoral theses completed over more than thirty years provide a general perspective on research initiated within the Department. The description of doctoral research that follows is based on a report, written by Erwin Miklos, entitled *Doctoral Research in Educational Administration at the University of Alberta, 1958-1991*. Although master's research probably would have slightly different characteristics, the substantive focus and general trends are likely to be similar.

Between 1958 and 1991, 330 doctoral theses were completed in the Department. A classification of the theses into seven broad categories gives a general indication of the substantive areas and the number of theses in each area are as follows: individual and organization (65), organizational analysis (56), policy development and implementation (57), educational and organizational change (45), context of educational administration (41), decision making (37), and the administrator and administration (29).

Some changes in substantive emphasis are evident over the period when the 330 theses are grouped by decades. Most dramatic is the consistent decrease in the proportion of studies that relate to the context of educational administration — from more than one-fifth of the theses in the first decade to about only one-twelfth in the most recent decade. A similar trend is evident in research related to decision making. Studies that focus on the administrator decreased from the first to the second decade but increased in the third decade. Research in the general area of organizational analysis remained steady over the first two decades but declined in the third. The remaining three areas — individual and organization, policy development and implementation, and educational and organizational change — all show increases in the proportion of theses from the first to the third decade. The most dramatic change was in the area of policy development and implementation which accounted for only about five per cent of the studies in the first decade but for approximately twenty per cent in the second and third decades. Research into change and into the individual and the organization also increased steadily as proportions of total studies, across the three decades.

The research in the **individual and organization** area reflects an interest either in members of an organization or in relationships between members and the organization viewed as a separate entity. One of the first themes to be initiated relates to characteristics of groups and individuals. Two research themes that originated in the mid-1960s relate to organizational membership and organizational climate. The ways in which organizational life is experienced was extended to the analysis of sources of satisfaction in the mid-1970s and to the nature of stress in the 1980s. Research into forms of support that organizations provide for members — supervision, consultation, staff development, and in-service education — has been conducted primarily since the mid-1970s. Results of the studies completed in the general area confirm the variety of organizational

life as well as the different ways in which this life is experienced by different groups and individuals.

Research in the **organizational analysis** area has progressed along a number of different themes. The themes relate to describing organizations, analyzing structural characteristics, investigating relationships between structural and other variables, examining teaching/learning processes and exploring interorganizational relationships. The initial studies in most of these theme areas were conducted in the mid-1960s; however, some lines of research emerged more recently. For example, an early interest in case studies of the development of organizations was followed by research into cultural characteristics. Interest in teaching/learning processes was more evident in the late 1970s than at any other time. Research on interorganizational relationships remained prominent into the latter part of the 1980s. Another feature of more recent research is a resurgence of interest in case studies, particularly from an interpretive perspective.

Although sharing some common features, the studies into **policy development and implementation** are also varied. Some researchers have focused on the antecedents to a policy decision in an attempt to explain why a particular issue was raised and why a particular alternative was selected. Other researchers have analyzed the process through which an issue or conflict was resolved, while still others have focused more on the process of implementing a policy. The structures which are established for the formulation of policy on a more or less continuing basis have also been investigated. The emergence of various themes in policy research reflects an evolution of interests. Although initial studies into policy processes and influences on policy were conducted in the mid-1960s, these areas received concerted attention only in the 1970s and 1980s. Research into policy implementation and into structures began in the 1970s while the analysis of policy issues has received attention primarily in the 1980s. The results of these studies indicate that policy development and implementation processes are influenced by various situational factors including the nature of the issue, the involvement of interest groups, the characteristics of decision structures and the availability of resources.

Studies into **educational and organizational change** have formed a continuing area of research interest since the mid-1960s. The general topic encompasses three distinct research themes. The first relates to various developments in educational systems including goals, structures and programs. A second theme relates more directly to change in organizations, particularly with reference to the processes through which change occurs or is initiated. The third theme involves the evaluation of both innovative projects and of established programs. Research in the area has its origins in two broad traditions. The first grows out of organizational studies while the other is based more generally in theories of social change. Investigations into organizational

change have revolved primarily around questions related to why change and innovation occurs, ways in which change might be introduced into organizations and approaches to evaluating the outcomes of innovations. Results confirm that change processes are complex and not entirely subject to control even when there are deliberate efforts to exert such control.

Investigations into the general **context of educational administration** relate to four main factors: legal, demographic, cultural and economic. All four themes have relatively early beginnings. Studies into the legal context have contributed to clarifying the legal status of pupils, of teachers, of school boards and of native peoples. Demographic factors have been related primarily to attendance and participation rates. Cultural factors, which have been examined mainly in terms of value orientations, have revealed the presence of identifiable subcultures in particular geographic settings. Research into educational finance indicates that this is a complex area, particularly when considerations of equity and program quality enter the analysis. Results of studies into education as an investment tend to suggest that various types of educational programs are a good investment for both the individual and for society.

Studies into **decision making** are related closely to research on policy development. The main difference between the two areas is that research on decision making focuses on more specific choices, including those made at lower hierarchical levels, rather than on those that have more broad-ranging ramifications for the operation of an organization. Research into the area dates from the latter part of the 1960s when a number of different themes were initiated in a relatively short period of time. Research into the process and substance of decision making has focused on roles and relationships as well as on the content of decisions. Both member and community participation in decision making has been of considerable interest; attention has been given also to situational factors that influence the process. A topic pursued primarily in the 1980s relates to control over the process of decision making. Research into the information required for decision making has focused on satisfying needs for information, monitoring programs and analyzing costs. Only a few studies have been carried out on collective negotiations.

Research on **administrators and on administration** reflects intermittent interest in relation to a number of different themes. Initial attention focused on topics such as role and preparation of administrators and then shifted to leadership. Various characteristics of administrators have also been investigated. Beginning in the late 1970s, a series of studies focused on the nature of administrative work in a number of different positions. More recently, the introduction of interpretive research strategies has yielded insights into the nature of administrative work and into the meaning that the work has for administrators.

In addition to providing a perspective on the substance of research in the Department, the doctoral theses also serve as an indicator of emphases and trends in research methodologies. Much of the research conducted over more than thirty years has been oriented primarily either toward describing situations and events or toward examining relationships among variables. The general trend has been toward an increased emphasis on description and decreased emphasis on exploring relationships. Over the years, surveys and case studies have been the dominant research strategies; however, the trend is toward an increasing proportion of case studies and a decline in the proportion of studies involving survey research. With respect to data collection methods, the trend has been toward the increased use of interviews, document analysis and observation, and a decline in the use of questionnaires. In general, the shift is away from quantitative toward qualitative methods as well as toward increasing use of multiple methods of data collection.

Viewed from a more general perspective, researcher-initiated studies in the Department seem to be dominated by two major models of research. The first model supports studies that focus on relationships among variables, use survey strategies, rely on questionnaire methods of data collection, and involve quantitative analysis. The second model defines studies that describe a particular area of interest or series of events, involve case study strategies, use documentary and interview data sources, and analyze the data through non-quantitative methods. Although both models continue to guide research, the second model seems to be gaining in influence.

A consideration of the trends in doctoral studies, in combination with other indicators, suggests that fundamental changes are occurring in the prevailing conception of research in educational administration. The changes are likely to become more pronounced as student and staff initiated research in the Department evolves over the next few decades.

The Canadian Administrator

As was indicated in the previous section, research has been one of the central features of the program offered by the Department of Educational Administration. All degree requirements include a research component, and in addition research and scholarly work are considered to be part of the normal work load of academic staff. Closely connected with research is the need to publish findings. In 1960 there were few journals in which research in educational administration could be published. Hence, the Department set up a journal of its own in which results of thesis investigations and scholarly analyses could be communicated to other scholars and practitioners. *The Canadian Administrator* began publication with the October issue in 1961. Its basic format was to present one study in four pages of print. The first editor was L.W. Downey, assisted by a graduate student, T.B. Greenfield. F. Enns became editor in 1962 and continued in that position until the spring of 1969. E.W. Ratsoy edited the *CA* for the two following years (1969-71); D. Friesen, 1971-73; C. Bumbarger, 1973-75; J. Balderson, 1975-77; E. Miklos, 1977-81; J. Fris, 1981-89; and E.A. Holdaway, 1989-1992. In the last decade *The Canadian Administrator* has become a fully refereed publication.

The *CA* has published continuously for over 30 years. Although the majority of articles have been reports of empirical investigations, some notable "think pieces" have appeared over the years. With a circulation in the 1,300-2,400 copy range for much of its life, the *CA* is widely distributed, internationally as well as nationally. It has made a significant contribution to the field.



Three of the six presidents of the Canadian Society for the Study of Education between 1978-1989 had close ties with the Department: (l-r) Thom Greenfield (PhD, 1963), Dave Friesen (staff member 1963-80), Naomi Herscovici (1980-81), Bernard Shapiro (1969-70), David Rogers (1981-82), Michel Allard (1989-90).

Field Service Involvements

Administrative Surveys

A university department of educational administration must deal concurrently with the realms of "theory" and "practice." On the one hand, it must be involved with understanding the processes and activities which characterize schools and school systems. It must conduct research into, and make comparative analyses of, the operations of various units and levels of organizations. It must take the outcomes of such research and analyses and integrate them into similar products of other scholarly investigations and into the body of understanding about which there is already consensus. But the cumulative findings and generalizations need to be tested in actual situations and, if found valid, implemented for improvement of practice. On the other hand, the source of ideas to test, problems to solve, or issues to investigate is often the field of practice.

And so the two thrusts are interdependent, each contributing to the other and, ideally, each strengthening the other. It is relatively easy for those involved in scholarly pursuits to become isolated from the "real" world and vice versa. To counteract such a tendency, a consciously planned mechanism needs to be devised. A program of field activities is such a mechanism. Involvement in field studies can have the effect discussed above. It can serve practitioners by giving them assistance with some of their most persistent and difficult problems. It can serve to keep instructors and students in graduate programs from becoming too far removed from the practicalities of working with pupils, parents, and taxpayers.

An appropriate balance, however, is necessary. While a university department can assist personnel in a school system, the school people are ultimately responsible for their own operations. Similarly, while school personnel can give valuable assistance to university people, the latter continue to hold final responsibility for their programs. Neither must intrude into the legitimate

domain of the other nor delegate matters inappropriately. A reasonable position for a university group to adopt, therefore, is to engage in field activities only to the extent that they contribute to the overall development of both academic staff and students.

This was, indeed, the position accepted by the Department of Educational Administration in its early history. The process of "consulting" with school systems was widely practiced by similar departments in many other universities. Indeed, at some universities consulting often became an overriding concern for individuals and groups of professors and their students. In Alberta, projects were carefully selected to provide unique issues to deal with, and learning experiences for participants.

Five early field projects have been selected to illustrate the ways in which the Department became involved in field work: West Jasper Place School District, Saskatoon Public School District, Moose Jaw Public School District, Moose Jaw Rural School Unit, and County of Sturgeon Schools.

West Jasper Place was at the time a suburban community bordering on the west of the City of Edmonton. For many years prior to 1960, West Jasper Place had been a very stable town. Because it offered services somewhat below the standards prevailing in Edmonton, property values tended to be low. This attracted a socio-economic class of residents that was less affluent, and possibly more conservative than that found in Edmonton. The oil boom of the 1950s and the general postwar industrialization of north-central Alberta contributed to explosive growth in the metropolitan area of Edmonton. The growth was reflected in the West Jasper Place School District, which suddenly faced the need for a major building program and major restructuring of its administrative organization. A newly appointed superintendent of schools called on the Department of Educational Administration to assist him in making plans for changes which were imminent.

The Public School District of Saskatoon, Saskatchewan, by contrast, was a stable, well established system with a long tradition of conservative, careful administration. Its superintendent, however, had participated in the CEA-Kellogg Short Courses and had concluded that perhaps the time was right to try to bring about a renewal. Accordingly he asked members of the Department of Educational Administration to work with him and senior colleagues in an examination of administrative structures, personnel policies, procedures, and school programs.

The Moose Jaw Public School District was another example of a unit which had been highly stable over a lengthy tenure of a single superintendent of schools. As his retirement drew near, it seemed a good time to examine the operation of

the district and to make recommendations which would form the basis of the new superintendent's succession to office.

The Moose Jaw Rural Unit also offered a unique situation for study. Saskatchewan, as a province, had organized larger units of rural school administration rather later than Alberta and British Columbia. With sparse population, units in southern Saskatchewan faced particularly difficult problems in school centralization and pupil transportation. The Department was asked to assist the Unit Board as it addressed these matters.

The County of Sturgeon represented a "new" kind of rural government organization in Alberta. As an "all-purpose" unit, a single County Council controlled both school and municipal affairs, though each of the two had its own sub-committee of the County Council to deal with administrative matters. The County touched the north boundary of the City of Edmonton. As the city expanded northward, it progressively annexed more and more county land. Such annexation removed attendance areas (and even schools) from the jurisdiction of the County and made long-range planning, especially for secondary schools, difficult for the County. The Department of Educational Administration was requested to come in and make recommendations on alternative courses of action open to the County.

As is evident, these five school systems offered unique problems in structures, procedures, and problems to be resolved. Local personnel, historical precedents, and situational contexts were all different. They offered excellent opportunities for both academic staff and graduate assistants to test their abilities and to learn from the practitioners.

Gordon Mowat comments on the conferences and field project involvements in the early years of the Department's history.

Of the field projects that we started with, the Saskatoon study was the first major one. Harry Sparby and I plus some students worked on that. The projects were received very well by the field. We did one in the city of Moose Jaw, and one in the Moose Jaw School Unit, which was a rural centralization, and of course there were others beyond that; I couldn't name them all. They served two functions. They were a method of liaison with the field and of giving some service to the field. They kept the Department's profile a little higher in the field and, secondly, we used them as experiences for the students. The staff were not paid. The department charged a fee from which the staff members and students involved got their expenses, and the balance went into a special fund that was kind of a reserve that the department used at its own discretion for various activities.

Other opportunities to work with colleagues in field-related activities came through short courses. Typically, short-courses involved academic staff from the Department and practitioners in educational systems, and dealt with issues and concerns identified as occurring widely and presenting some urgency. Of these, three are examined below.

The CEA Short Course

The CEA Short Course began in 1952 as a five-year CEA-Kellogg Project in Educational Leadership. Financed in part by a Kellogg Foundation grant, and in part by provincial Departments of Education through the CEA, it brought together school superintendents and inspectors from across Canada for an intensive period of study and discussion. The short course was held annually with an enrollment of about 70. It was a "live-in" experience where participants were accommodated in university facilities, and for three weeks lived, worked and relaxed together. Morning sessions were given over to lectures by guest speakers prominent in the field of education and its administration, and discussion of those lectures. Afternoon sessions consisted mainly of small-group pursuit of more specific concerns of the course participants, aided by coordinators and consultants specialized in the topical areas under consideration.

The CEA-Kellogg Project was led by George Flower as director assisted by Brock Rideout, Harry Sparby, and Russ MacArthur serving in successive, overlapping periods.

With the conclusion of the CEA-Kellogg Project, it was decided that the short course was worth continuing. Financed by provincial Departments of Education through the auspices of the CEA, it became known as the CEA Short Course. In 1960 leadership for the course was lodged with the newly established Division of Educational Administration at the University of Alberta. Reeves was appointed Director and Flower served as Assistant Director. With the operation of the short course assigned to the University of Alberta, the sessions were held at what was then known as the Banff School of Fine Arts. The School provided excellent facilities for the activities involved, and the setting was such as to inspire and provide renewal for the individuals who were able to attend, away from the everyday stress of their jobs.

The course format remained much as it had been developed in the earlier years though the duration was eventually shortened from three weeks to two. The small groups, of which there were usually five or six, were staffed by University of Alberta personnel and highly regarded practitioners, and attached to each group was a graduate student from the doctoral program who acted as recorder and assistant to the group. Guest lecturers continued to be drawn from an international pool of eminent scholars and practitioners. Dr. George Baron from the University of London, England and Dr. Roald Campbell of the Midwest

Administration Center, University of Chicago are two examples. The collected lectures in each year's course made a valuable reference resource for participants and for those in charge. Many were published in the CEA's journal *Canadian Education*, which later became *Canadian Education and Research Digest*, and now carries the title *Education Canada*.

When Arthur Reeves retired from the Directorship, he passed the reins to Harry Sparby, who in turn passed them to Bill Knill, and then Ernie Hodgson became director. Eventually the CEA decided that the operation of the annual short course should be assigned, in rotation, to other universities which by then also had Departments of Educational Administration. The general format was retained.

In retrospect, the CEA Short Course made a major contribution to the administration of education in Canada. It brought together some 70 senior persons each year, and in an informal atmosphere encouraged them to exchange ideas on problems of mutual interest and concern, to explore new approaches to continuing issues, and to gain new information and knowledge. Not the least of the benefits were the social and the personal relationships provided for, and the friendships and understanding which developed. For the Department it provided extensive contact with the field, and opportunities to remain in close touch with the practical issues facing educators. It also provided opportunity to be involved in in-service education, and to test theoretical propositions with practitioners. It made the Department and its staff and students visible in Canadian education. For graduate students acting as assistants it gave an invaluable experience of associating with senior educators from all parts of the country.

Harry Sparby recalls the CEA Short Course:

I always thought it was a good idea to have people from all across Canada meet for a couple of weeks. Whether there were any particular courses offered was not of first importance. Just meeting and talking to one another and saying, 'Have you ever done this?' or 'What did you do about this?' led to the exchange of a lot of information, which I thought was a good thing. This Short Course in Banff really got them together and it's surprising how they exchanged ideas and, I'm sure, learned things. For quite a few years afterwards I had acquaintances all the way across Canada, in the Maritimes, in Québec and Ontario and across the West.

Kevin Wilson (now a professor and department chair at the University of Saskatchewan) reflects on the involvement of doctoral students in the CEA Short Course:

I think the other good fortune the group had, because we were relatively small in number, was that all of us were given a chance to go to the Banff (CEA) Short Course. And so — the first year we all went as a group — we were called "group recorders." And Bob Bryce was the Associate Director for Ernie Hodgson. The next year we went, Bill Duke was the Associate Director for Ernie. That was a plum for us, an extra piece of experience that we all treasured very much.

We had an arrangement where Ernie, and perhaps his predecessors, had put groups of people together from across the country, but also put "town and gown" together in terms of group leadership. So the people in charge of the groups that I was with would be a professor on the one hand, and a practitioner on the other. So there was a lot of very practical issue-related material that was food for thought for someone who was immersed in the conceptual framework of administration and administrative theories. I think the networking, too, was important. You could tell that individuals across the country were establishing friendships that would continue — and I've seen that happen as a result of other CEA short courses that I've been involved in. But it's a great location in terms of retreating. You take people away, they can't get access to anything else but what they're concentrating on. So their undivided attention is there.

The Banff Regional Conference (BRC)

In the last years of the 1950s school finance was the subject of considerable discussion and debate, especially among school authorities, municipal governments, and provincial Departments of Education. Enrollment growth in the schools and rising price levels were placing a severe strain on traditional financial resources, such as local property taxes. Because of competing demands for available resources, school people were searching for alternate approaches to school finance. To explore the issues and to promote productive discussion, the Department of Educational Administration organized a conference in Banff to which it invited representatives of teacher groups, school boards, superintendents, and persons from provincial Departments of Education.

As a result of that gathering, the Department hit upon the idea of holding an annual meeting to explore major problems facing school systems. The region from which to draw participants was defined as western Canada: British Columbia, Alberta, Saskatchewan and Manitoba. Since the possibility of implementing action on the basis of understanding seemed to be greatest in medium-sized, urban school systems, it was these which were invited to participate. They commanded sufficient resources to engage in innovation; they employed their own superintendents who were locally responsible; and they were small enough to be flexible rather than tied too rigidly to negotiated agreements and traditional practices.

The BRC thus became an annual, three-day conference of superintendents of schools together with representatives of their employing boards. Topics of current concern were dealt with: organization, public relations, evaluation, planning, board-administrator relationships, and personnel administration. It continued for some 15 years, and the continued attendance and support of both trustees and superintendents attested to the perceived value of the conference.

Gordon Mowat comments on these Conference involvements:

They were all very popular and highly supported and the benefits of this kind of activity in the first ten or fifteen years of the Department's existence were really outstanding — not only for the people in the field, I'm convinced, but for the Department. I think the CEA short course helped to put us on the Canada-wide map. Through it we got to know people "out there," and they got to know us. As a result, a ten-minute discussion with someone from Newfoundland might result in a couple of students coming because we had informed them of what was possible, what was available, and aroused their interest. So it was very beneficial to the Department. The Banff Regional Conference was designed to accommodate a group of superintendents who fell between two extremes: one was the conference of the superintendents of large, urban school systems in Canada, a kind of private conference convened by Freeman Stewart who was the Executive Secretary of the Canadian Education Association. On the other extreme was the provincial superintendent who went to the annual Canadian Education Association Conference and who had his own conferences within the Province. But in between there were a number of superintendents in small cities — Lethbridge, Prince Albert, Moose Jaw, some in B.C. and some in Manitoba — who didn't fit into either category. The Banff Regional Conference was established to accommodate, or cater to, these people from the western Provinces. It lasted a while and it was quite popular, but

then I think the need tapered off because of the fact that as the whole system developed these people found other outlets.

The Principals' Leadership Course (PLC)

The concept underlying the CEA-Kellogg Short Course, and the organizational model it provided, was readily extended to other groups. Thus it was that in 1956 the first Leadership Course for School Principals was organized. It was governed by a policy committee made up of representatives of such interested groups as the Alberta Department of Education, the ASTA, the ATA, and the University of Alberta. This committee determined the broad parameters within which the course would function, but operational details were assigned to the Department of Educational Administration and the Director of the Leadership Course, who was a member of the Department. The course was also a "live-in" experience. It was housed in Concordia College up to 1969, in St. Joseph's Seminary in 1969, and the Alberta School for the Deaf thereafter. Costs were borne by the school jurisdictions which sent participants. Participants themselves were selected by their employers, and it was expected that on their return they would communicate some of their learning to colleagues "back home."

The first director of the course was Walter Worth. He was followed by John Andrews, Lorne Downey, Fred Enns, Erwin Miklos, Al MacKay, John Bergen and Les Gue.

The PLC enabled the Department to make and maintain contact with colleagues in the field who held principalships. Through involvement of Teachers' Association officers and Department of Education officials, it was able to build relationships with non-school-based groups in Alberta education. The course raised the Department's visibility in Alberta, and the quality of the course experiences helped to enhance its reputation in the field.

Field Service Through Research

Following the mid 1960s a shift took place in the kinds of field involvements and their planning and implementation. In the earlier period, school jurisdictions had come to the Department of Educational Administration seeking assistance, and the Department had selected those projects which promised to "pay off" in learning experiences. In the period of the 1970s it became common for government and/or school jurisdictions to publish "requests for proposals" (RFPs). The RFP typically outlines the issue to be addressed and asks interested "consultants" to respond with a proposal on how to carry out the task. The response details methodology, establishes time lines, and bids on costs. The successful response results in a contract between the requester and the responder.

During the period of 1966 to 1980, some 57 evaluation and development projects were undertaken. Much of this project work was catalyzed by the Department's field activities committee chaired by Dr. Ernie Ingram. These projects ranged from small tasks involving only a few hundred dollars, to major undertakings requiring extensive funding and commitment of time. Although some projects were carried out in other provinces of Canada, most were confined to Alberta. Titles of the projects indicate that the whole range of administrative interests such as organization, post-secondary education, evaluation, program financing, and so forth was involved.

Typically, each project was undertaken by an individual professor or group of professors. As part of the project team, graduate assistants were often involved.

Clearly, this approach was different from that of former years. The opportunity for learning by both professors and graduate students remained. These projects enabled academics to maintain currency in many practical situations and to understand problems people in the field were struggling with. They also provided expert counsel to practitioners. But the number of projects was much higher than it had been in the earlier years, and therefore made a larger time demand on individuals than had been the case earlier.

It is difficult to assess the overall impact of these activities on the Department. Without doubt the studies provided valuable service to the field. Moreover, they enabled Department staff and students to work with colleagues in the field and to experience at first hand the everyday realities of administering educational programs and organizations. Inevitably such experiences, and the insights gained, enriched the instructional programs in the Department. And the work with practitioners probably served to enhance relations between field and campus groups. While practical, field-related purposes seem to have been well served, the academic needs of a university department may not have been equally well served. For example, although each study resulted in a written report and recommendations for action, few resulted in publications in refereed journals, disseminating the findings to academic and professional colleagues.

Involvement in projects such as these continues. Indicative of the kind of study being undertaken in the 1980s was *The Evaluation of the Initiation to Teaching Project*. This study was directed by Eugene Ratsoy, with David Friesen and Ted Holdaway as principal investigators, and a large number of associate investigators. It was an evaluation of a major internship program for beginning teachers implemented in Alberta schools from 1985 to 1987. Funded mainly by Alberta Education, the program was of interest to the whole educational community of Alberta: ATA, ASTA, post-secondary institutions and government. An important component was the collaborative work done by a team of professors representing the four Faculties of Education in the province: University of Alberta, University of Calgary, University of Lethbridge, and

Faculté Saint-Jean. Years later the findings are being utilized by school systems in the province and elsewhere. In 1991-92 a similar four-Faculties project, centrally involving Margaret Haughey and Eugene Ratsoy, is studying the implementation of Alberta Education's teacher evaluation policy.

The late 1980s and early 1990s have also seen an increase in research projects of a specifically academic nature, with major SSHRC grants coming into the Department.



Ernie Ingram (right), in conversation with Erwin Miklos (left) and Ernie Hodgson, played a key leadership role in the Department's field service involvements between 1972 and 1989.

Administrative Internships

Not all students came to the graduate program with extensive backgrounds of administrative experience. For those who were planning careers in administrative positions, it was desirable, therefore, to get experience under the supervision of a successful administrator. The Department's approach was somewhat different from that recommended in the professional literature. Rather than place the intern and provide supervision by the Department, the program placed the intern in a full-time position as an assistant to a senior administrator. The supervision was given by the senior administrator, and the onus was on the intern to accept full responsibility and to "produce" as would be expected of any other professional employee. Such an assignment might be for any suitable period of time, a few weeks to a whole year, and might be served in a rural or urban setting.

A modification of this internship program grew out of the Bursary Recovery Program. This program applied mainly to MEd candidates. Under its provisions, promising young men and women were identified by their employers and brought in for a period of graduate study in educational administration. Such studies were subsidized from a revolving trust fund. When the individuals were placed in administrative positions — principalships, central office positions, superintendencies — the employer was expected to reimburse the trust fund for the amount expended on the individual's graduate assistantship. The program functioned most extensively with the provincial school superintendency.

Mowat recalls the bursary recovery program:

We had the Bursary Recovery Trust Fund which I thought was an ingenious little wrinkle. The Department of Education became very annoyed because they promoted good superintendents and recommended them to do graduate degree programs and then the superintendents got jobs elsewhere. So we said to the Department

that we would set up a little fund, we would advance the money for study fellowships for your nominees, and when they go back to you, you can reimburse us the money.

He also reflects on his experience with the Department's modification of internship programs as described in the administrative literature:

In later years Art asked me to accept some responsibility for placing various people so they could get experience. The basis on which we placed them was very simple. We were very particular about the person that we chose to be responsible for them while they were in the school system. We had an agreement with this person that he wouldn't put them in the back office and give them dirty little jobs to do, but that he would consider our intern to be kind of a personal aide and that he would make provision for this person to see the whole gamut of operations in the school system, that he would give him some jobs to do that were appropriate to the task or situation but significant, not just paperwork. That was it. I felt that later an attempt was made to upgrade the administration and the whole context of the internship but, because in my impression at least, it became more detailed and theoretical in its terms of reference, it became burdensome on both the person in the school system who was involved and the intern. It required too much time to administer properly on the part of the Department and constituted a bit of distraction from the pressing problems faced by the superintendent or other person in the school system.

I read a great deal of literature on the internship while I had something to do with it and I was not impressed. It doesn't mean that it wasn't good literature but that was my personal reaction. We didn't have much of a system in the early days. We just said here is a good man, go out and work with him, and the man out there understood why we were sending the student out, and he agreed that he would try to provide a good experience. It seemed to work. The people who took their internships reported very favorably. There may have been a case or two in which the Department or the Chairman one-sidedly felt that the person needed some experience, but my impression was, by and large, that the candidates for the internship recognized that it would be a good thing and looked forward to it. They thought it would enhance their prospects of better employment when they graduated.

The decade of the 1990s begins with a different version of field placements. The full-year internships were pursued by small numbers of students. In 1990, with the introduction of the Principalship Specialization MEd, a field experience component was built into the program. All candidates in this specialization spend considerable time in the schools observing and assisting the principal. Similarly, in the new EdD program beginning in the Fall Term 1991, candidates are engaged in a field placement with senior administrative personnel during the second or third term of their resident year on campus.



Dr. Walter Worth (left), who was appointed to the staff of the Department in 1959, and Dr. Bill Maynes, appointed in 1990, flank educational foundations professor Carlos Torres.



At the Peking Duck Restaurant in central Beijing, May 1992, celebrating the successful culmination of two short courses taught at the National Academy of Education Administration: (L-R) Lai Han Xuan, senior Vice-President of the Academy, Jeanne Ratsoy, Cien Ratsoy, Xu Shu Hong, Academy staff member, Gordon McIntosh, Ji MingMing, Vice-President of the Academy, Norma McIntosh, and Xiao XiaoHui, translator.

The Thailand Program

Early in the 1960s at the request of the Department of External Aid, Government of Canada, which was itself responding to a request from the Government of Thailand, the Faculty of Education undertook to study the feasibility of helping Thailand introduce a system of comprehensive secondary schools. Dean Coutts, accompanied by Art Reeves and Dick Cunningham of Alberta Education, journeyed to Thailand to discuss the possibilities with Education Ministry officials. The outcome was an agreement to involve the University of Alberta in setting up model comprehensive schools in Thailand, and training principals and vice-principals as administrators of those schools. The project grew into a long-term relationship between the University of Alberta and the Government of Thailand. Table 6 indicates the scope of the program and its several extensions.

One part of the program involved setting up and equipping a number of comprehensive schools in Thailand. This was done with the assistance of Alberta educators who were experienced in school administration generally and comprehensive schools particularly, and also individuals knowledgeable about the vocational aspects of comprehensive school programs. Harry Sparby of the Department of Educational Administration, Stanley Deane, an experienced comprehensive school principal, and Harris Romfo, an experienced teacher of vocational classes, took up residence in Thailand for the duration of the program, to guide and assist in setting up the schools and equipping them.

The other part of the program, the training program, was based at the University of Alberta. It consisted of a number of phases: (1) nomination of candidates by Thai authorities; (2) selection of students from this group by Alberta representatives; (3) a course of lectures and academic studies at the University of

Table 6

Projects with the Ministry of Education in Thailand

Year	Program
1966-72	Thailand Comprehensive School Program (Training and Advisors)
1975-77	Thailand Project II (Training)
1977-79	Thailand Project III (Training)
1978-80	Thai-Alberta Co-operative Assessment Project (Evaluation)
1980-82	Community Secondary Schools Project (Consultants)

Alberta; (4) a series of practicum experiences in Edmonton Composite High Schools; and (5) an informal, socially-oriented experience for students as they encountered people in Canadian communities and homes.

The initial three-year program was renewed and modified a number of times. Of the original Thai principals and employees of the Ministry of Education who undertook the training program, a significant number have returned to the University of Alberta as graduate students, and have qualified for MEd and PhD degrees in Educational Administration. They now occupy senior positions in the Ministry of Education in Thailand, and the school systems of the country.

At the administrative helm of the project for training principals was Leslie Gue. Gue had a background in social work and intercultural education, which served him well in providing leadership for the various Thai projects. Gue quickly established close personal and professional relationships both with senior Thai officials and the members of successive groups which came to the University of Alberta. Much of the success of the entire training program can be attributed to his indefatigable effort, and to the insightful, genuine concern he demonstrated for his charges. Helping him in this work were such able assistants as Ivor Dent and William McCarthy. In addition, numerous Edmonton-area school people, and many volunteers from the community helped to meet the educational and social needs of the students.

It is not difficult to assess the impact of the program, either on educational development in Thailand, or on the University of Alberta and the Department of Educational Administration. Both benefited immensely. As for the University of Alberta it acquired a level of visibility and credibility that could not otherwise have occurred. Overtures by authorities in Korea, Nepal, and the People's Republic of China, to send some of their people to Alberta, and to invite Albertans to visit and work in those countries, have come about, in some measure, because of the Thai Program.

Following are reminiscences of two Thai educators who completed graduate degrees in the Department of Educational Administration.

Dr. Arunsri Anantrasirichai, who works in the Division of Educational Research of the Thailand Ministry of Education, recalls:

The first time I walked into the Department of Educational Administration, University of Alberta was on August 27, 1984 and I completed all requirements for the PhD on January 11, 1988. At the beginning I felt I'd got lost, everything was so new to me, but that feeling was not to last long because of the warm welcome from professors, staff and friends.

The class that most impressed me was Ed. Admin. 501 — I took it in the Fall Semester, 1984. Dr. Gordon McIntosh was the instructor. He was excellent in bringing unity to the class. The interaction between him and students is still clear in my memory and it gave me an idea of how a superb instructor would manage his/her class. I apply it to my job.

Besides the knowledge I've gained from all my professors, I experienced their leadership. It is no wonder that the Department is famous and well known, not only in Canada, but in other countries as well. I am so very proud of being a graduate of the Department of Educational Administration, University of Alberta. Above all, I want to tell the world how wonderful the Canadian people I've met can be!

And Dr. Sriprapa Sroypan has the following memories:

I earned my MEd and PhD degrees from the Department of Educational Administration in 1974 and 1988. Some of the staff members like Dr. Holdaway, Dr. Miklos, Dr. Friesen and Dr. McIntosh had also taught me in my MEd program. I find that in those 14 years, time had changed them physically in some ways but had not changed the attitude, kindness and understanding they

had toward their foreign students especially those with some language problems, like myself. During three years of my doctoral studies, I felt more comfortable, and had more confidence in working toward my success.

In this Department, the warm and friendly atmosphere could be found everywhere — staff room, general office, lab, classes, common lounge or parties. The staff and students were so close. They were friends. This was quite strange for me at first because back home in Thailand we highly respect our 'teachers' and we treat them accordingly. So it took me some time to get used to it.

However, life in the Department was still very hard for me. With some English difficulties and older age, I had to work the hardest, especially during the first one and a half years of course work. Fortunately, I could get through the hardship with help and encouragement from my advisor, Dr. Holdaway, and my 'Canadian parents,' Dr. and Mrs. H. T. Coutts. They all were part of my success.

I found the programs and activities of the Department worthwhile and rewarding. I am not in a key leadership position like most of the graduates but I am very happy with my job and my family. Above all, it is at the Department that I first met my husband. This highlight has added to the fondest memories I always have had of the Department of Educational Administration.



Dr. Les Gue, who coordinated the Department's five projects with the Ministry of Education in Thailand, is shown here (fifth from the left in the front row) with a group of Thai students in the mid 1970s. Other members of the department staff: Dr. Erwin Miklos, the Department chair (next to Dr. Gue), and Bill McCarthy (standing, seventh from the left).



above: Dr. Gue's Thai students at his memorial service, July 1986, in the Wat Makutkasat Temple.

below: Doctoral students from Thailand Sa-ngop and Tipawan Prasertphan who began their studies in the PhD program in 1989.

The College Administration Project, 1969-74

The Context

Across Canada during the late 1950s and 1960s significant developments were taking place in the college sector of public education. The first junior college in Alberta had been created in Lethbridge in 1957, and college systems were also beginning to appear in British Columbia, Ontario, and Quebec. Among the issues which the advent of colleges brought to the fore was the relationship they should have to the university sector, especially concerning articulation of programs. To address this and other current issues, the Alberta Government established a Board of Postsecondary Education in 1967. Gordon Mowat, seconded from the Department of Educational Administration, was appointed its chairman. One of the major outcomes of the Board's work from 1967 to 1969 was the creation of a unified college system for Alberta, and provision of a strong voice for the colleges, namely the Alberta Colleges Commission. It fell to the Commission and senior administration of the universities to resolve matters of articulation and general relationships. The preparation of administrators for the colleges themselves was taken up by the Department of Educational Administration of the University of Alberta.

In 1968, while Mowat was still engaged with the Board of Postsecondary Education, Fran Thiemann was recruited by the Department. He, too, was interested in colleges and their administration, and he perceived a need for professional preparation geared specifically to the administration of colleges. He proposed a new and exciting initiative which involved funding by the W. K. Kellogg Foundation.

The Kellogg Foundation was already involved in Canadian college development. It had given financial support to the Canadian Commission for the Community College (CCCC), a project of the Canadian Association for Adult Education. Mowat was a member of the first Commission Board of Directors, and one of

his first tasks in that role was to organize the hearings that the Commission was holding in Alberta in October of 1969. The eventual outcome of the work of the Commission was its emergence as the Association of Canadian Community Colleges (ACCC), again with financial backing by the Kellogg Foundation. The Foundation was receptive to the Department's request for funding for the proposal which became known as the College Administration Project (CAP).

The Proposal

The College Administration Project proposal was submitted to the Kellogg Foundation on August 19, 1969 by Herbert Coutts, in his capacity as Dean of the Faculty of Education, on behalf of the Department representatives, Mowat and Thiemann. The objects set out in the proposal clearly emphasized the commitment of the Department to serve the development of colleges and their administrators in Canada, and particularly in the west. They read as follows:

To accelerate the preparation and in-service education of college administrators who will give guidance to future development;

To participate actively in the development of a distinctive concept of college and to focus public attention upon that institution, thereby giving it increased status among other post-secondary institutions.

CAP's area of service was defined in terms of clientele and geography. The Department's intent was to provide opportunity to all qualified people who were interested in college administration and not to limit admission to certificated teachers. The proposal specified that the service region would be western Canada.

The Kellogg Foundation sent Robert E. Kinsinger of the Foundation to visit the Department in September, 1969, accompanied by a staff member from the Canadian Commission for the Community College. Within a month of Mr. Kinsinger's visit, the proposal was approved at the requested level of funding.

In his letter of acceptance on behalf of the University, President Max Wyman stated that grants of this size (\$204,500 for the five-year project) were not usual at this University, and expressed gratitude for the Foundation's continuing support.

The press release of November 14, 1969 to announce the grant stated as follows:

Under the agreement with the Kellogg Foundation, the Department of Educational Administration will develop a comprehensive program for the preparation and in-service education of college administrators who will give guidance to the future development of community colleges in Canada. In addition, the Department will participate actively in an effort to develop a distinctive concept of the community college throughout Canada by initiating or assisting others in the design and conduct of conferences, workshops and short courses for post-secondary educators and trustees.

Activities

The award of the grant was followed by a period of intense activity. Mowat and Thiemann were involved in discussions with CCCC regarding a permanent college association in Canada. Departmental representatives were sent to various meetings in Canada and the United States. A seminar on college financing, organized by the Department and attended by representatives from across the country, was held in Edmonton. In June 1970, the Department organized the Community College Conference in Banff, which drew participants from the Atlantic Region, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia. At the conference, strong support was expressed for CAP's leadership initiatives.

In addition to expanding the network of contacts, there was much to be done in the area of program development. Dr. Terry Eidell, from the University of Oregon, was brought in as a consultant and several new courses were introduced. The college program was designated as a subject of concentration for students within the ongoing programs in educational administration. This design has persisted to the present time.

The Department projected a growth in full-time academic staff from 18 in 1969-70 to 31 by 1971-72 and a body of 90 graduate students. Although this numerical growth did not occur to the extent envisaged,* the academic staff in the area of postsecondary education was strengthened by the appointment in May 1970 of Gordon McIntosh. In July, Grant Fisher was employed to replace

*It is interesting to note that the projected staff complement was never reached, but the goals of the project were not compromised. By 1971-72, the Department had an academic staff of only 19 faculty members. By 1990-91, there were 16 full-time faculty and 4 full-time sessional instructors serving 241 full-time and part-time students without any cutbacks in programs.

Francis Thiemann who had resigned to return to Oregon, and Robert Bryce was placed on the permanent staff. James Small, who had joined the Department as an assistant professor in 1967, was awarded a Kellogg College Leadership Fellowship by Michigan State University to support doctoral studies there. Fisher served as CAP coordinator for a year, after which he left to assume the presidency of Camosun College in Victoria, British Columbia. In the summer of 1971, Abram Konrad joined the Department as an associate professor, following a number of years as academic dean of Tabor College in Kansas.

By 1974, the year that the CAP program ended, a substantial record of achievements had been compiled. The 1974 CAP Annual Report notes the following:

- Forty-one field projects were completed with the participation of 93 students;
- Forty-five individual research projects were conducted by graduate students;
- Six interns were placed either with the Alberta Colleges Commission or with Alberta Advanced Education;
- Twenty-one publications were produced in the form of monographs or occasional papers, and a catalogue of these was distributed throughout Canada;
- Eleven different courses focussing on postsecondary education were offered, generating 270 student registrations;
- During a four-year period, CAP sponsored and conducted four leadership seminars for government and college officials in four western provinces. These were guided by an advisory committee composed of institutional and government officials from the four western provinces. More than 250 delegates attended these seminars.

Legacy

As the funding period for CAP drew to a close, the Department considered how it would maintain the impetus for this very successful program without the support of the Kellogg Foundation.

The Department then proposed to the CAP Advisory Committee the creation of a Western Canadian Consortium of College Interest Groups which would, among other activities, aid in the recruitment and selection of graduate students, develop opportunities for intern placement, support field projects, and sponsor leadership seminars. The core of the consortium would be the Western Canadian Advisory Committee. This far-reaching plan was presented in June 1974 to the Western Canadian Advisory Committee — J. C. McCannel, R. F. Harvey, H. E. Ottley, J. F. Newberry, W. C. Lorimer, L. A. Riederer, N. J. Clarke, and G. L. Fisher. Although the proposal was well received, the notion of an interprovincial consortium raised political difficulties for some provincial representatives. Also, by this time, the Association of Canadian Community Colleges was providing national leadership to the college movement. The Western Canadian Advisory Committee endorsed these academic initiatives, but not the interprovincial consortium as an administrative mechanism.

After the Kellogg Foundation's withdrawal, and the failure of the consortium plan, the Department refocussed its attention on provincial and national developments in postsecondary education. In cooperation with the Faculty of Education, a Centre for the Study of Postsecondary Education was established in 1977. When the Centre closed in 1981 the Department resumed its earlier orientation, namely, that postsecondary education be treated as an area of concentration in a generalized educational administration program. This is possible to do at both the master's and doctoral levels. Now graduate students who specialize in the administration of post secondary education by completing a series of identified courses may choose to have this acknowledged on their degree parchments.

The events which have taken place and the opportunities for students interested in postsecondary education have been very much affected by the initiatives taken in the College Administration Program, 1969-1974.



above: Dr. Jim Small has undertaken various special assignments in the area of postsecondary education in the Department and Faculty.

below: Two PhD graduates with special interest in postsecondary education flank their supervisor, Dr. Gene Ratsoy: Dr. Don Hall (left) and Dr. Mike Andrews.

Educational Administration Resource Centre/Administrative Laboratory Project

History

The Educational Administration Resource Centre (EARC) is a much-visited room on the 7th floor where both students and instructors find a wide range of materials and equipment to support their academic pursuits. EARC had its genesis in the Administrative Laboratory Project: A Structure for Supporting Innovative Teaching and Learning in Educational Administration (1975-1977), which was funded in the amount of \$84,000 by Alberta Advanced Education under its Innovative Projects Fund, in response to a proposal prepared by a committee headed by Jim Small.

In submitting the proposal, the Department argued that developing effective instructional strategies without innovative learning materials would be difficult. There was a need to search out and purchase resource materials relevant to its programs. There was also a need to expose educational administrators to instructional innovation so that they would be able to provide leadership. In addition, experimental materials and methods needed to be developed and tested in a coordinated way. In short, a departmental resource was needed where academic staff and students could have ready access to the best available instructional materials and where materials could be conveniently used.

Upon receiving the grant, the Department named J.M. Small as Coordinator and shortly thereafter appointed Barry Ellis as Director of the Lab. Over the two-year period of the initial grant a 4,000 item collection was acquired. This included videotapes, kits, audiotapes, individualized learning modules, case studies, games, monographs, in-basket items, self-study packages, computer simulations and transparencies. Abstracts of all materials were prepared and entered into a computer database to facilitate identification and retrieval by students and staff. The project adopted the logo *ALP* (Administration Laboratory Project) and

initiated a monthly newsletter, to spread word of the project within the University of Alberta and beyond. As a result special service requests came from educators as far away as the United States, Britain, Australia, New Zealand, and South Africa.

Despite the success of the Lab as a resource centre, two concerns remained. One was the variability in the quality of the materials available on the market and the other was the relatively low use of Lab materials by the Department's instructors. Also, at this time, the competency movement was growing in educational administration. This led to the development of a new proposal — Administrator Competency Development — which was submitted in February 1979. Once again, Advanced Education responded with a grant of \$215,800 from the Innovative Projects Fund for a three-year project.

This project, led in its initial phases by Brian Caldwell, came to be known as Project ASK (for Administrative Skills and Knowledge), and it provided a boost not only for the Lab but for instructional innovation within the Department as a whole. In particular, materials relevant to the pre-service and in-service development of school principals were compiled. During this phase, the Lab was directed by Dan Magnan.

The late 1970s was a breakthrough period for computer-assisted instruction and the Lab staff were aware of the potential of computer technology to facilitate the use of self-diagnostic and instructional materials. Such means were not necessarily adopted as Departmental routines; nevertheless, early explorations into computer applications provided a glimpse of the future potential of the Lab.

In 1982, Project ASK was completed, special funding for the Lab was exhausted and Dan Magnan left to join Alberta Education. Thereafter, the Lab was staffed by graduate assistants with a senior graduate assistant acting as supervisor, under the overall direction of a policy committee chaired initially by Jim Small, later by Craig Montgomerie. During this time the Department thesis collection was moved into the Lab, computer terminals were made available for student and staff use, assistance in database searching was provided, and microcomputers were made available for student use.

Current Status

The current mandate of the Resource Centre is to assist staff and students in their research, course work, and development of teaching and learning materials.

Staffing

The Resource Centre is staffed by graduate assistants in the Department of Educational Administration. These assistants help staff and students to use the equipment and facilities available. Craig Mongomerie is the present Coordinator of the Centre and Chris Prokop, as Supervisor, directs its day-to-day operation.

Equipment

The EARC possesses a wide variety of hardware for use by students and professors. The following equipment is available:

1. Four microcomputers all of which are connected to the Department Local Area Network, which gives access to the File Server and Laser Writer printer in Room 7-133;
2. Two U of A Computer System terminals;
3. IBM Selectric typewriters;
4. Audiovisual equipment such as video recorders and audio recorders equipped with headphones;
5. Microfiche readers.

Media Collection

A wide variety of print and audiovisual media is available in the resource centre. A complete listing of specific media available in the Lab is maintained in a computerized data base called EARC. The types of media located in the resource centre include:

Theses: one copy of all theses and research projects completed by graduates of the Department of Educational Administration.

Journals: Current and past issues of journals of particular relevance to the study of educational administration.

Major reference books: Dictionaries and Thesaurus; *The Handbook of Educational Research*, and *The Handbook of Educational Administration*; and Yearbooks published by various professional associations which have relevance to Educational Administration.

Micromaterials: software packages and manuals deemed to be of particular interest and of primary use to students in educational administration are available for both the IBM and Macintosh microcomputers.

Audiovisual materials: Filmstrips, audio tapes, videotapes, transparencies on a wide variety of subjects relevant to educational administration.

Print materials: Study courses and packages, simulations, and monographs related to courses and research interests of students and staff in educational administration.

The Future

What lies ahead for EARC? It is always difficult to predict futures, but to this time EARC has been a flexible structure which has responded to the educational and technological needs of faculty and students within the Department. With the increased use of technology in education, and renewed commitment of the Department, we expect to see EARC provide an important service in future programs offered by the Department.



JinHua Wang (PhD, 1991), Sa-ngop Prasertphan, and Indira Ginige (PhD, 1992), reading in the Educational Administration Resource Centre.

Student Relationships and Interactions

Educational programs involve more than formal studies, for students and their instructors are more than disembodied intellects. Teaching and learning are as much social activities as they are psychological or academic, and the two are not confined to the classroom or seminar. Given the full-time attendance requirements for programs in the Department, and the student office accommodation made available, it was to be expected that student interaction would be intensive as well as extensive. Given, further, the diversity of backgrounds of students, the potential for rich, informal encounters has been high. Indeed, as former students have reflected on their time in residence, these experiences, and their social encounters with faculty, have loomed large in the overall program. In their recollections, former students seldom mention formal classroom activities. It is as though these are accepted as givens. They were expected to be of high quality and intensity, and because the expectations were met, warrant no further comment. But the personal and interpersonal relationships far exceeded expectations, and therefore merit extensive comment and interpretation. Such is the substance of reminiscences that follow.

Myer Horowitz, formerly President, University of Alberta, who was a member of the second MEd class looks back on his experiences:

There are so many fond memories. But I suspect the most important ones for me would revolve around people. I don't want to over-emphasize the past because there were minuses as well as pluses, of course, and there are many advantages to the programs these days. But I just feel very fortunate that I was a student at a time when the numbers were small. Because there were only four PhD students and perhaps a dozen Master's students, many of the seminars were offered to all of the graduate students together. That was very special.

And, quite apart from formal seminars, there were many activities that brought us together. I'll never forget the celebration at the end of our year — in May or June of 1959. We'd been in the homes of our professors; in some cases, a good number of times. And we felt that we wanted to have a party for ourselves, of course, but primarily for the faculty. It's easy to name them because there were only four members: the late Art Reeves, Harry Sparby, Gordon Mowat, and John Andrews. And so we had a party. It was in a house that one of our group — Bob Wallace — was renting on 88th Avenue. We had the usual kind of silly skits, and lots of laughter. But what many of us refer to when we bump into each other — and we do see each other, a number of us, by design from time to time — is the altar which we created out of Kellogg's cereal boxes. My year was the second year of the program — 1958-59 — which was being funded to such a great extent by the Kellogg Foundation, and hence this pseudo-sacred altar and all the silly vows and statements which we uttered.

From the very same event comes a different kind of memory, which has great meaning for me for another reason entirely. It's as if it was yesterday. I can see Harold Baker playing the violin. That has a lot of meaning for me because, while he wasn't one of the four professors in Ed. Admin., he was a professor for many of us because we took the course he offered in Curriculum Development and Implementation. He might not have labelled himself that way, but many others did: he was a musician, in addition to many other things.

Because we were such a small number, we got to know each other rather well. I suppose it isn't surprising that the several of us from eastern Canada became a kind of sub-group — and when there's only one from New Brunswick and one from Quebec, Quebec becomes part of eastern Canada — so my closest relationships were with students from the Maritimes. We didn't know each other before the fall of 1958, but in later years I was best man when Harvey Malmberg was married — he was from New Brunswick — and we've remained friends through all the years. We determined to see each other — that, is, the families, now — certainly every couple of years and, so, they've holidayed in Alberta, and we've holidayed in the Maritimes.

It's not that I underplay the value of the scholarly content of what we were doing. That was very important, and many of the ideas that were new for me were very important when I did doctoral work, and have remained so since I've been a practitioner in

administration over the years. It's just that my first thoughts have to do with interaction among people.

Thom Greenfield, recently retired from OISE, recalls not only that which made the campus experience memorable, but also the reaction of a newcomer to Alberta's geography and to its socio-political climate:

There was the camaraderie of making friends with people from across Canada, though most students came from Alberta, BC, and the West generally. There was a large number of students from Newfoundland, and they were almost like a foreign contingent. We knew Newfoundland was part of Canada, but who had ever met a Newfoundlander? Meeting them in the program brought contact with warm, witty, and generous people. For a former man of the cloth — or perhaps because of it — Otto Tucker had a truly wonderful repertoire of incident and observation, all mixed with rich quotations from the Bible.

There was friendship after hours, invitations to share a meal of 'fish and brews' with Newfoundlanders. Visits with Derek Morris and his family could be valuable as well as pleasant, for Derek was a mathematician and unlike most of the rest of us understood what a regression line was. We shared our knowledge and helped each other. The 'Bullpen' was a large, undivided room in the basement of the Education Building — the old one that had a school in it. There, students of educational administration each had a desk. I don't recall that graduate students in other departments had such a privilege. The most common activity in the bullpen was talk. No key for the door was given us; it wasn't needed. One day Eric von Fange wrote a quotation on the blackboard, saying it was from Epictetus: 'They will be disappointed who travel far to study.'

To be in the Department of Educational Administration was to be in a select and separated group. In the beginning, we had all our classes in one room and no one else used it. If we were not using it, the classroom stood empty, but redolent of pipe and cigarette smoke. Later, the whole Department moved to a floor at the top of the engineering building, and still there was a sense of separation, of encapsulation. Our contacts with students in other departments were very limited.

As a student body beginning study in 1959, we were welcomed to the city by the mayor, Elmer Roper, who gave us lunch at city hall. Almost as remarkable to those of us who had travelled far to study was the report that Roper was a CCFer — a rare creature in

Alberta in those times before the formation of the NDP. This was the first of many occasions on which we noticed a special quality of Alberta, the openness of politicians and government generally to the people, even to us as students from points scattered across Canada. Many of us were unused to and unprepared for prairie populism. We found it strange, for example, that Ernest Manning, the premier, led the Back to the Bible Hour every Sunday evening on radio from a theatre on Jasper Avenue. The attitude of the University to the provincial government was condescending, as though they were not smart enough and sophisticated enough. But I noticed the generosity of the support the government gave the University and to the students. Fees were very low and scholarships were substantial and readily available to the good student.

For someone who had come from the West Coast like me, Alberta took some getting used to. The week classes started, it snowed. In the depths of winter, cars had to be plugged in to keep them warm and tires on a cold morning were frozen square. One learned to love the beauty of the winters, the clarity of the skies, and not to fear the cold — the cold that, just as they said, you didn't feel, unless the wind was blowing.

One got used to going to Banff and the conference centre. You soon began to take the spectacular site for granted. On the golf course at the Banff Springs, the Spray River cut across the first hole, just beyond the first tee. One morning Art Reeves and Ernie Ingram made up a twosome. Ernie rose to the challenge; his ball made it across the Spray, but his driver, loosed from his grip, disappeared into the river.

J.W. (Jack) Peach, for many years a professor at the University of Manitoba, was also a student in the Department's early years. He recalls:

The period was an interesting and exciting one and I well remember being enthused by the teaching of people like John Andrews, Wally Worth and Bill Knill. There was the opportunity to study with individuals who had been associated with the leading researchers and theorists in a burgeoning field. At the same time there were ample hours to explore ideas with classmates whose differing backgrounds and training helped to contribute to everyone's development. Not the least was a camaraderie among staff members and students which developed a special *esprit de corps*.

I recall an incident that illustrates the resources which students were willing to share in times of necessity. In this particular case the class called on 'Big Al,' for help. D. A. MacKay was known to all of us as 'Big Al,' not for his physical attributes, although that could have been the case, but for his remarkable intellectual prowess. In the good old days, at the end of the first year of the doctoral program, students faced three comprehensive examinations: Educational Philosophy, Educational Psychology and Educational Administration. Most of us had long forgotten what little philosophy we once may have known so we scurried around looking for help. We went to Al and said, 'Look, Al, you have an M.A. in philosophy from the University of Toronto, how about a little summary to give us an overview of the field.' Al demurred, 'It's been years, I'm not up-to-date, etc., etc.' We continued our pleading and eventually he said, 'Okay, be here tomorrow at nine and I'll see what I can do.' We appeared, of course, and Al began by listing on the chalkboard, down the vertical axis, the main schools of philosophical thought: Idealism, Realism, Pragmatism, etc. On the horizontal axis he listed such things as: Central Idea, View of Life, Application to Education, Principal Proponents, etc. Then for the next three hours, he filled in the cells with pithy statements, patiently answered questions and gave us as complete an overview as anyone could wish for. It was an outstanding feat and all those who were in the room with him will remember it vividly. There is no doubt that the exercise contributed greatly to our performing satisfactorily on the examination a few days later.

Bob Plaxton, for 18 years the superintendent of the Lethbridge Public Schools, comments fondly on

. . . the general social milieu in which we operated and which I think is important in any graduate program. In the first place, we were a relatively small group, about eight. Many of us had young children at that time, and the social activities we took part in were very informal, very inexpensive. As a matter of fact, they were some of the most enjoyable in our lifetime, because there was no formality attached to them. We had get-togethers like summer and spring picnics down on the riverbanks just below the University, in the park. In the wintertime we would just play cards and have a bottle of wine, or somebody'd bring half a dozen beer or something like that. There was always a great deal of discussion and fun and laughter. And those people, all of them, are still pretty close friends of mine. There were a couple that sort of disappeared but almost everybody else — Bob Bryce, Naomi Hersom, Bruce Johnson, Keith Tronc — maintains contact. It was a very diverse

group, even though there were only eight of us — a quarter were Australians — but we got along extremely well. As I said, those friendships are still there many, many years later, and we still contact each other on a regular basis. We meet each other when we go to conferences or when we visit other countries.

I think it's worth mentioning that the academic environment was different in those days because the classes were so small. A very close relationship developed among the members of the class as well as between the class and the instructors because we were able to spend a lot of time just talking outside the formal classroom situation. In my view, the opportunity to discuss philosophy and bounce ideas off each other are essential in any graduate program. I have a son, now in a graduate program and, because of the sheer size of his classes, I get the impression that he has very little time for interaction beyond the classrooms. In our time we were almost like a family, and though we had the same intense desire to achieve we did it in a friendly way. Competition wasn't nearly as fierce as it seems to be these days. We seem to have had a lot more time for discussion and trying out ideas, some of them associated with our work and some not. It was a very important association: that closeness, that small group, that ability to spend a lot of time discussing.

Tony Riffel, now a University of Manitoba professor, was also a member of the class Plaxton speaks about. He recalls:

We were both a competitive and a cooperative group. We started out in the "New" Education Building. On the fifth floor, at the end of that building, there was a common room for those of us who were first-year PhD students in Ed Admin. We had our study spaces there. Studying in the same room made a big difference. Many of us were at the same stages in our lives and that, too, made a big difference. I remember that we and the Massés started our families at the same time. I remember that Bob and Anne Louise had a baby sometime in the course of the program. Those kinds of personal things had a lot to do with the cementing of relationships.

Naomi Hersom was frequently the butt of the practical jokes that were played in our group. One of them was absolutely priceless. Naomi was a terrific colleague but she was extraordinarily conscientious. We all recognized this in her, and so one day Plaxton and Bryce decided to do her in. They did so by inventing an author and the title of the greatest book ever seen in educational administration. They started quoting this author and his book not

only in discussions but in their papers. I recall it driving Naomi crazy, trying to find him. She was not only conscientious, she was also circumspect — she would never ask anyone, 'Have you got a copy of this book?' or 'Can I get it after you?' or 'I've heard this is excellent. What do you think?' She would never come right out and say anything. She drove herself nuts looking for it for about a month. The culprits finally owned up.

For the most part, we enjoyed each other's company. We were people thrown together in a common room; we were all strangers who were trying to make our way. At that time, the U of A was a fairly congenial place. It wasn't as large as it is now, and doctoral classes were considerably smaller than they are now. People in the preceding year's class — I remember David Hemphill, Ted Holdaway, Keith Tronc and lots of others — went out of their way to greet us, to make us feel at home. So there was no sense of intimidation about the place. There was the normal apprehension about being a new student at the university, but as I recall that's as far as it went.

Keith Sullivan, Associate Professor at Dalhousie, speaks of his experiences and memories from the 1970s:

Having many of us together turned out to be a positive experience. It made for a collegial situation where we could all cry on each other's shoulders when we needed to, or celebrate when we needed to do that. The Department certainly treated us well. We each had an office — a shared office, with three or so other people — but that was more than adequate. They were also rather generous with scholarship and bursary money, and for that, we were usually assigned some particular duties. Probably the first thing that really hit me about the group was that it formed a sort of natural competitive environment. That competitive environment was positive in many ways because it stimulated us to work hard and try to play our part in our classes.

One of the funniest lines that I've remembered came from a man from Political Science who helped with the PoliSci course (Dick Baird, later known as 'Max' Baird). This was one of our very first classes, and we were all anxious about trying to get along. Because it was a political class — I think Hodgson taught it with him — he asked us where we were from. He was extremely knowledgeable about national politics. He went around the room — there were a couple of fellows from Australia, and from Nigeria, an American, and a guy from B.C., and I was there from Nova

Scotia, Claude Deblois was there from Quebec. When he asked the very last person 'What's your name?', the answer was, 'It's Ed Kozakewich.' With that, Baird threw up his arms and said, 'Thank God! A native Albertan!'

Andy Hendry was one of the few students who came from the United States. After graduation he remained in Alberta, working at a variety of assignments in the Alberta Department of Advanced Education. He remembers:

It was a very interesting change for me, a liberal arts history major, to come into a program that dealt a great deal with the theory of sociology and organizational behavior. I came to Canada to study at the U of A specifically. There was a camaraderie in that group that I have not experienced with many groups in my life, a sharing and an understanding of both the hard times and the good times; it was very unusual. What I felt most positive about in the entire program was the group of people I was with. Certainly there was a great deal of interest and concern expressed, and assistance provided by the faculty. My appreciation for the staff is great but the real warmth and feeling is for the group of people with whom I shared the program.

Larry Sackney, Professor, University of Saskatchewan, reminisces:

It was a very cohesive and mutually supportive group. There was only one person in our group who was not quite a part of the group because he saw himself as wanting to get the best mark, be the first one finished, and generally be at the top. But, by and large, our group was very cohesive. It included John Long, Claude Deblois, Keith Sullivan, Glenn Sinclair, Matt Hassan, Peter Prout, Merv Batchler, John Ilavsky, and Bevis Peters. There was a lot of talent. We had very exciting debates, not only in class, but also in getting ready for class. We used to sit around and discuss the assigned articles before we went to the class, and sometimes the debate continued afterwards.

It was a really hard-working group. There was a tacit agreement to help each other, and we'd spend time critiquing each other's proposals, or our own papers, and the readings that we had.

It's fair to say that we all enjoyed ourselves. We worked hard and we played hard. We have fond memories of the faculty; we were impressed by them. We all felt proud of the institution and what it offered. We felt that we were fortunate to be there. We saw the faculty as being strong, but also as a caring group. One of the

things we noticed was that their personal involvement seemed to increase as we moved into the second year. For example, the faculty would invite itself for coffee in our suite. We respected the people we had, for I don't recall any of us ever griping or being upset with the nature of the individuals that we had.

Mike Andrews, President of Alberta Vocational College, Edmonton has this to say:

I took two or three courses prior to coming full time and I found that very helpful because I got to know some of the people. But when I came in in the summer of 1976, I was impressed with the way people were supportive. The previous class of doctoral students were indeed very friendly, and one of their first acts was to introduce us to the old Graduate Students' Association house which was on Saskatchewan Drive in those old days. I was impressed with the friendliness and supportive nature of those students: Gerry Hopkirk, Allan Rice, Brian Caldwell. That gave us a very positive sense when we came in in September to meet the cohort that would make up that 1976 class.

Another thing that impressed me was the diversity of background of my fellow-students: Betty Crown came to us from Home Economics; Brian Fennell was with the Department of Education; Lloyd Symyrozum was also from the Department of Education. Some were from overseas: Phil Creed and Bob Barron came from Australia. It was a tremendously eclectic group of people. All were serious adults concerned with studying.

We all had a sense of purpose, and we were all taking the same courses together. That was the advantage of the core program, namely, that we were all sharing and undergoing the same experience. It seemed to draw us together and, yet, the discussions allowed people to bring to bear their own individual experience. In my opinion this contributed greatly to the seminars.

Heather Andrews, a graduate in 1987, is now Vice-President of Nursing, University of Alberta Hospitals. She comments as follows on relationships with other students:

I appreciated the students who were part of the program. When you talk about recollections, one thing that is really stamped on my mind is that introductory session we had in that big room, that 'conversation pit' — the Kiva. As we went around the room hearing the people introduce themselves I realized that about half

my classmates were foreign students — many of them from Australia, others from Thailand. It was just so enriching to be in class with all these people. And it was a surprise to me — I hadn't expected such a diversity of colleagues and classmates. We had two sections in my doctoral class, so it was fairly large.

There was opportunity to visit with some of my classmates privately, and that was really enriching for my family. Occasions like Christmas brought us together, and those were special times, too. A person learns a lot about the culture, family circumstances and the like of the students who are from outside Canada. My class included Arunsri and Sriprapa and that *big* contingent from Australia.

Gerry Hopkirk is now the General Secretary of the Division of Missions in Canada, the largest division of the United Church of Canada. His recollections also centre on interpersonal relationships experienced while on the PhD program:

There are two key things. One relates to my classmates. There were 14 of us in that class and we were as diverse as this country — or, rather, as the world. We were from five different countries. Like any group presented with the same problems and issues, we tended to pull together and develop long-lasting friendships and good-natured rivalries. The experience of those people, many of whom I've had contact with since that time, was a pretty important thing for me. There was a good feeling between staff and PhD students, particularly as we got to know each other well. For me there was the shock of going back to studies after having worked for a number of years, and wrestling with new ways of expressing myself both on paper and orally.

But those experiences were helpful. I sensed a community developing with my classmates — the days spent talking about knowledge, and the nights about wisdom. In that program, as in many others, there is a barrage of facts and theories and piles of knowledge, but it's when one integrates it into one's own experience that one sees that what is true is not always what is wise. It's the discussions that one gets into that integrate the background and the context.

It was a time in which I learned about myself and the type of support that is necessary to work successfully.

Don Tunstall, a member of the 1984-1985 group, also comments on the impact that fellow students had on him and his development:

Ours was a large class, with 24 in the group — really two classes of twelve. I think that was one of the larger cohorts to go through the program. It was very international in flavour. We had a strong Australian contingent of about six or seven. We had folks from Thailand, from Zimbabwe, and from Papua-New Guinea. Also on campus from the previous cohort and adding to the international flavour were people from Mexico, Ethiopia, the Azores, Trinidad via Toronto, Iceland, New Zealand via Calgary — even from Barrhead! So, I guess, one of the strongest memories that comes through is that international flavour and the real mix of people and backgrounds.

It's the impact of the varying perspectives people brought to the class in terms of their shared and different backgrounds that stands out. Thus, if the examples that were being looked at in class tended to be local, these people with perspectives of systems that were really quite different could look at them in a richer way. Rather than a group of the 'converted' talking to 'non-converted,' we had a group with a different mix of questions and assumptions about how things work and how things ought to be.

We were a large group, and one of the things that struck me was that the staff appeared to be trying to get the group to bond together. And that happened, to a certain extent, even though the group tended to be a bit dispersed because of its large size. The 24 students couldn't fit into any one space. Moreover, there were some very goal-oriented people who appeared to be rushing headlong through the program, and who wasted little or no time in general conversation, but got straight into the task. At the other end of the spectrum — you could say, the less goal-oriented — were the Thursday afternoon Power Plant sessions. The camaraderie that was built around those post-mortems, those post-examination sessions, was an important part of the process, too. Some were more goal-oriented than others, and some were there to savor the time they had. I guess I'd put myself in the latter category. I had a mission, to be sure — a goal to reach — but, on the other hand, I thoroughly enjoyed my time out from work. This was my other work, my other life, and I enjoyed the opportunity to interact with a mix of colleagues whom I wouldn't have met otherwise.

Neil Johnson, now Senior Lecturer and Coordinator of Educational Administration, University of New South Wales, Sydney, Australia, gives a further insight into the nature of the scholarly community he experienced:

When I was applying for the doctoral program in Educational Administration, a member of Australia's 'Alberta Mafia' quoted one U of A professor's ironic assessment of this program: 'It's the one where an Australian teaches Australians about education in Canada.' My first course proved that wrong: it was a class full of Canadians learning about Canadian education from an Irishman. I soon discovered the meaning of new words like 'coterminous,' enlisted the sympathy of my fellow students who enjoyed local knowledge and, most importantly, came to appreciate Canadians and their system of education. To be fair, I should acknowledge that the 1985 doctoral intake included four Australians, and there were a couple more who had started the previous year.



Doctoral students, 1979-80. Standing (l. r.) Mick March, Jeanne Cooper, Roy Wagner, Mary Anne Doherty, Lawrence Kanda, Keve Bethel, Joe Danyluk, Cathy Hannah, Clayton Allan, Alfred Mutema, Ron Smith, Bob Loewen, sitting (l. r.) David Bird, Gail Barrington, Dr. Gene Ratsoy, Pam Wanga, Vaughn Alward.



above: standing (L-R) Gene Ratsoy, Craig Montgomerie, Heather Montgomerie, Gordon McIntosh; kneeling (L-R) Ken Ward, Frank Peters; on the occasion of Dr. Heather Montgomerie's graduation (spring 1990).

below: two recent PhD graduates (fall 1988): Pat Valentine, an Albertan; and Mengesha Gessesse, from Ethiopia.



Doctoral students, 1985: back row (L-R) Neil Johnson, Josaphat Nhundu, Ted Sadlow-ski, Veronika Bohac, Doug Knight, Keith Wagner, Wilf Green, Irene Nicholson, Bernice Bottas, Jay Sherwood; front row (L-R) Sriprapa Sroypan, Arunsri Anantrasirichai, Janiece Moylan, Helene Smyk, Don Tunstall, Harry Payne, Mike Gaffney, Heather Andrews.



above: Spring convocation 1981: (L-R) Kathy Hannah, Joe Danyluk, Gail Barrington.

below: Office conversation 1990: Judith Hughes (left), Janina Vanderpost.

Experience as a Doctoral Student

As they reflected on their experiences in the doctoral program, graduates often commented on the experience as a whole. It was not that they were consciously summing up the months and years they had spent but, on reflection, it seemed they could express their feelings best by making general statements. The sample of students interviewed spans much of the 35 years of the Department's existence. It might be anticipated that experiences, and perceptions of those experiences, would differ from one group to another. So far as the interviewees are representative of their groups, this is not so. There is a remarkable similarity in the retrospective assessments of students over the years. And, perhaps because memory tends to sift out and retain mainly the pleasant aspects of past experiences, the following reflections by students are almost uniformly pleasant and positive. In the following pages students speak for themselves.

Among the earlier graduates Terry McKague has this to say:

My experience at the U of A certainly was a tremendous experience. Just being a student, especially if one enjoyed being a student, which was certainly true in my case, was wonderful. The associations that one had, not only with one's immediate colleagues but also with a number of the master's students, were memorable. Many have been outstanding and have gone on to leadership positions in education across Canada. So it really was a privilege to have attended the University of Alberta at that time. If you were to come into our house, you would find the little cube that was given to students at the time they convoked — which I understand has long been discontinued. It is displayed with a great deal of affection and, indeed, it's symbolic of the importance of that period in my own life to me.

Murray Scharf comments:

I learned many things on that program. I had gone in thinking it was going to be competitive and sort of 'dog eat dog.' But it wasn't; it was very cooperative. The program was good, very enlightening, and very well done. And the instructors were excellent. The room at the end of the hall was used as a coffee room or seminar room. Many kites were flown in there — I'm talking about academic kites. The many things that were discussed led to a mutual support system that carried over into the seminars. We'd been told by second-year students that we should cooperate if we wanted to succeed. It was good advice: not in the sense that it was a strategy for fooling the profs, but it resulted in a lot of sharing of ideas and really good debate. I think well over half of the substance that I got out of the program came from colleagues, the group that I was with. At that time one had to come in for the full 26 months. Everybody was full time; there was that core of classes you had to be in together. It led to a true community of scholars and it was just excellent! Bringing in people like Goodlad to speak to us added to the cosmopolitan flavor. I thought it was an excellent program.

Bill Duke also remembers the positive:

I have a very positive memory of the two years I spent in the program because, if you had sat down and said, 'How could you design it to have everything come together so well?' I don't think you could do a better job. Perhaps you can't give credit to any one person for putting it together in that way. Maybe it just fell into place. But all the desirable variables were there.

Kevin Wilson, who spent time in both MEd and PhD programs, develops his assessment at greater length than the previous three:

When I finished my master's degree I was encouraged to go on. The group I joined was very small: we started out as seven and then were reduced to six. The group beginning in the fall of 1968 included George Bevan, Roger Cormier from Quebec, Dennis Dibsky, Ken Wallace, and Bill Duke.

I was pleased at the way we were socialized into the system. The summertime was good for me because I was also able to form a friendship with Murray Scharf who was just finishing off his PhD, and he, along with Neil Stewart, shepherded me around at first. My wife joined me eight weeks after I arrived. In fact, she gave

birth to our last child the day before I set sail for Canada. She couldn't come until the child was old enough to make the trip. We had no housing difficulties because we were provided with that through a connection that Art Reeves had established. Art Reeves, by way of easing me in, suggested strongly that I come to Canada to take the summer session and begin getting used to the University before the program proper began. It was an excellent suggestion, for I felt I knew the place by the time September rolled around.

I gained a real sense of the importance of studying at this level and what it might lead to in terms of career options. Once you go through a program like that, there are a number of additional options that are not there if you simply maintain a previous record of scholarship at the undergraduate level. Most of us, as teachers in Australia, would get no more than a Bachelor's degree and a Diploma of Education, although a Bachelor of Education program is now available to a lot of people. But to move into the graduate level after a period of time — in my case, it was six or eight years since I'd studied at the undergraduate level — was a fresh start.

Bob Plaxton remembered an aspect of program which was not part of its central thrust but which was especially important to him:

It was little things that made my experience at the U of A so memorable. There was a very personal touch there that I think probably can't be there any more. One of the more important skills I learned in the master's and doctoral programs, but particularly in the master's program, was the ability to write. Prior to that I thought I knew the mechanics of writing but, because we had smaller classes, the professors were insistent that we be careful and precise about writing. That training has stood me in good stead ever since. It's been extremely valuable to me because I have confidence in my ability to write and to do things correctly.

Heather Andrews also came from a background of post-secondary education. She recalls:

I did my master's in Health Services Administration, part of the Faculty of Medicine. Prior to that it was the Nursing Faculty. Whenever I think of my doctoral program, I reaffirm it as the most enjoyable educational experience that I have had in all my post-secondary education. Among the things that I really appreciated was the flexibility within the Department and the acknowledgement that ideas in the realm of education may be applicable to other

disciplines. I liked the willingness of the Department staff to allow such extensions to happen. That isn't the situation with all Faculties that I've been exposed to.

My PhD studies are definitely helpful. I actually feel that I never would have been approached to take this position had I not had the preparation. It's viewed as a very credible degree. The Hospitals were looking for somebody with doctoral preparation, and it was nice to be within close range when they were deciding that was the type of person they were wanting. There are many things in any educational experience that are enriching and broadening that a person applies consistently in daily activity. It's really hard to pinpoint any simple factor. The confidence that one gains from having been able to master that particular program, having stuck with it and seen it through to completion is most gratifying. That, in itself, is an important signal to people who might be wanting to take a look at your capabilities and what you can offer to an organization.

Jenniece Larsen, now the Director of the School of Nursing at the University of Manitoba, comments as follows:

One of the things I remember about the Department was the diversity of the students. I quite enjoyed having colleagues not only from many other aspects of education but also from other countries. In my class of about 23 people there were four or five from Australia, Africa and Britain. There was one other nurse, Merla Dyck, and Betty Crown was there from Home Economics. Merla and I were the first to do our PhD's in Ed Admin. I thought this diversity was a particularly important aspect of the program.

We were quite lucky (Merla and I) in that our background work had been in administration. We also took the part of the program that had to do with administration in higher education, so the issues were issues we knew about. In that way, I didn't feel uncomfortable. The content related to the public school system, although interesting, wasn't overly relevant to me. I just enjoyed doing it.

The other interesting thing was that I had come from an almost female-dominated discipline to taking classes with men. This was quite fun. Actually I began to understand, in a beginning way, that often men and women saw things differently, looked at different aspects of issues. As a group, we three women used to talk about, 'I wonder how come they think that?' I think men and women

often target different aspects of the issues. I think as a group, women tend to look at process, often to the exclusion of concern with outcome. Not that it's not important, but it's a different set of emphases. And I enjoyed that.

Moreover, given the kind of job I do, I learned things I needed to know about. It's useful when you work in administration in higher education and you're probably the only person in the room that's ever studied in the discipline. I sit in meetings in the University and think, 'How come you think that?' Administrative orientations are new to people in organizations like universities that employ people without background in senior level administrative study. In that regard, the program was quite useful. I can now provide considerable leadership because other people just don't have any background — they don't know the field or they don't know the writers. From my point of view, it's good to have studied the things that I now work at.

Derek Allison reminisces about the group of graduate students of which he was one:

I can remember arriving on the seventh floor with some degree of trepidation at the beginning of my master's program, and then getting immersed in, and adapting to, the experience of being a full-time graduate student. When I entered the doctoral program, it was just a continuation of the same thing in some ways — coasting into it rather than being suddenly dropped in. It was a qualitative change, of course, with regard to the kind of work one was doing. But it was also a change of intensity, going into a doctoral program with its smaller, more tightly knit cohort. It was a relatively heavy course experience, where we would meet with the same people, at least during the first year, three or four days a week. So one would be together with one's colleagues, one's student friends in the cohort, in class after class as we worked our way through the compulsory core.

But the point that I began to make was that there was a very close feeling amongst the cohort, based upon these intensely shared experiences during the first year of the program. Then, as one went into the second year, it began to break up. That was accelerated to some degree — whether this was formal policy or not, I don't know — by reassignment of people in the second year of the program to offices around the floor, whereas in the first year we were all together in the doctoral suite. In retrospect I think it was a very sensible thing to do. But, at the time, it was — a shock

would be too strong a word — but it was an aspect of forced development that confronted students with another set of challenges. One had been used to working in close association with the same 14 or so people, and then one was suddenly more directly on one's own, perhaps sharing office space with somebody who was not from one's own cohort, as one grappled with the next stage of the program. (And without a shared common room arrangement, incidental encounters just became that much less likely.) If one hadn't developed reasonably close social ties with people, one quickly drifted away from the intense group experience one had had in the first year. Of course, the shared experiences which one had in that first year are things that have become quite enduring for most people. One made friends as well as contacts in that first year. And although one doesn't necessarily keep in close touch, when one meets somebody in a conference or elsewhere, there's that immediate recognition that comes from the bonding that grows out of a shared experience like that. All of this adds to the tradition of stability and extensions of the Department in the minds of those people.

Harry Payne, who is now the Chairman and CEO of the Northern Territory Board of Studies, Australia, comments on his encounters with the graduate program in educational administration at the University of Alberta:

It was a big exciting adventure that offered the opportunity to throw myself into something for which I'd had a bit of a yen. It's probably this last point that is chief amongst many memories. I could, and did, become the single-minded scholar for the next twenty months. In fact I probably overdid it. Of course my motivation wasn't just academic satisfaction. There was always a tinge of home sickness and a determination to get home as soon as I could, having got as much as I could out of the experience and with something to show for my efforts.

What I found remarkable was the supportive context in which I landed at the U of A. The people and their attitudes were wonderful. The significant Australian community really went out of their way to look after me. All on the Ed Admin floor were approachable, responsive and helpful — faculty and support staff. I was fortunate enough to have Wally Worth as my counsellor, supervisor and good friend. And Canadians generally were warm and hospitable.

The people were the most important factor but the system also was wonderful. In exploiting my opportunity I couldn't have asked for

more. The facilities and services are extraordinary. Program design gives the discipline needed to maximize achievement while not constricting — an excellent balance and one whose praises I sing.

In Australia they talk of the Alberta mafia in the Ed Admin community. The links go back a long way. Since my return I've been happy to accept membership in this notorious society.

Lawrence Tymko, Associate Executive Director of the Alberta School Boards Association, recounts his personal response to the program of studies:

I look back on those years with some fondness. It was an excellent experience at my stage of development. What comes to mind is that the program was a challenge for me. I was really looking for what I refer to as the 'S' factor — the stretch factor, mentally and in terms of one's perspective on life and the world at large.

The other thing I remember was my committee. That was very supportive and encouraging, in particular my chairman, Erwin Miklos. In my thesis I was looking at the implementation of public policy. I had been working at initiating a policy development program for school boards, for about 4-5 years prior to that. School boards were starting to work on developing their own policies, in response to the policy of the government. And, in trying to make that connection, I found that there wasn't much information on how the government implements its own policies. With the expectation that local authorities were to start developing and implementing policies I needed to investigate the area. Specifically, I studied high school accreditation policy.

Gerry Hopkirk further illustrates the diversity of students and how they benefited from the program:

I also felt that, for me, the experience was one that didn't confine me to either administration or education. I saw it as a beginning rather than as an end. And the work that I'm involved in now involves social action and politics and administrative behaviour and personnel and research and reflection and integration and ethics and organizational change and education — all of those things. I'm not in what you would call an educational organization, primarily. I've also done consulting with volunteer organizations and in the business sector and have felt that with the background I got from there I wasn't limited. I was always concerned about learning more and more about less and less and becoming so focused that I missed what was happening in the world. So I saw it as a gateway rather

than as a pass that narrowed my perspective. Part of that development began while I was there.

Frank Peters, currently an Associate Professor in the Department about which he speaks, says:

Another item that I constantly refer back to, at least in my own mind, is that highly intelligent people were able to function and operate in a humane way. The myth of the ivory tower and of academic aloofness just didn't seem to hold up. I mention it as a myth because I subscribed to it until I came in here and found that it was in fact a myth. One individual who probably did more than anyone else to shatter that for me was Erwin Miklos. I particularly appreciated Erwin's very human way of dealing with students and in challenging them to serious depths of thought. The discussion in the classroom was phenomenal, generally speaking, and I really enjoyed my course work. The student interaction was one of the best things about the master's program. A lot of today's part-time master's students miss out on it as indicated by students here in residence speaking about the quality of the interaction and the nature of the relationships built up in that program.

Vaughn Alward's occupational involvement extended the meaning of the word "education" in educational administration. He was the Principal of the federal Correctional Service Staff College in Edmonton when he began his doctoral studies. Alward makes a number of insightful observations:

We shared classes in the first term — the fall, the compulsory courses. We were very close at that time and established a rapport which helped us through the period that followed. In the winter term we drifted apart, taking courses that were of particular interest to us personally. Following that, we tended to go our separate ways with our individual research for the dissertation. And so, in many ways, it was the social aspect that held us together after that first term. I was fortunate, of course, because I was still working either full- or part-time with the Correctional Service. I had access to the mess at the Staff College which gave us an excellent opportunity to meet together in an informal setting. We even had kitchen facilities on top of everything else. So the social aspect held us together.

The obvious thing we came away with was our degree which was obviously important to us. But we also established the friendships that will last a lifetime, a true *esprit de corps*. We developed a degree of self-confidence which could be gained in no other way,

along with a philosophy not only of life, but of our approach to work. That was an intangible which is part of all of us now. I frankly don't think it could have been gained any other way than this 'trial by fire.' It was a lot of work: we were a bit naive when we started about the amount of work involved but we're certainly aware of it now, and I think that it serves to bond us together and to give us these benefits which I just mentioned.

Anne Alexander's reminiscences bring an entirely new dimension into the program experiences:

I came in full-time in 1981, with my residency year in 1981-82; however, I had completed some courses prior to that, in a part-time way. I think doctoral students in my program often saw that particular period of our lives as a balancing act of many dimensions. For me, it was one of balancing semesters of residency and trimesters of pregnancy. So, for me, along with the mountain of reading material that we had for preparing our daily seminars, and the stream of papers that had to be written, I had to adjust to another challenge — 24-hour morning sickness which subsided only in the very late evening. I'm a morning person by nature, so I had to make a radical swing to become a night owl and tackle the most creative part of speaking and writing at my new prime time of 10:00 p.m. And so, despite these unanticipated consequences of my altered condition, it was possible to do it all.

Patricia Valentine, Associate Professor, Faculty of Nursing, University of Alberta, recalls the close, supportive relationships that developed in her class of 1987:

What I remember the most is that we had such a closely connected group. We were an extremely close group, very supportive. Since I came from out of province and didn't know the University at all, this was fairly important to me, especially during the first term. I must say the way they have the doctoral suite set aside for those in the first year is a very good way of having people mix and support one another. I still contact, and am close friends with, a lot of the people that I did my doctorate with. For me, a most important aspect of our group was that we were fairly mixed including people from out of the country. We very much supported one another through that first year and, really, all the way to the end. We still know who hasn't finished in our group, who didn't complete the dissertation, finally. I feel that our group particularly connected and clicked and, actually, many of the faculty members agreed. They hadn't seen many groups that were as close as ours.

Don Hall, formerly Dean of Students at Grande Prairie College and now in a similar role at the University of Winnipeg, reflects on his experience as a graduate student:

What stands out most is the quality and diversity of the small cohort we had. We came from extremely diverse backgrounds, from the perspectives of our preparation, our personalities, and our countries of origin. We came from various educational sectors — from elementary school right through to nursing and postsecondary level. This diversity added an element of richness to our discussions. That's the most valuable memory I have. The faculty I found to be caring, accessible and highly supportive. I lived in residence and so I had an opportunity to see the trials and tribulations that some of my fellow residents of Pembina Hall were going through. I felt very fortunate to be in Ed Admin and that's been corroborated since. Among students there was plenty of cooperation, sharing of information resources and little grade competition. We appreciated the fact that professors hadn't set up their classes in the confrontational mode; they encourage collaboration. And even when we had mock debates we would try to work to a tie, rather than to deal with winners and losers. I felt we were very fortunate in that way.

The other thing that comes to mind is the overseas students we had. I think of the culture we developed as a class, and something that seems to be recurring even to today is the food get-togethers. I found that the professors were very theoretical rather than practice-oriented, particularly in the first year. But I had no difficulty integrating the two phases. I was helped by the many people who brought their expertise to the floor. The material was presented in an understandable way and the use of the seminar allowed us to make those linkages. I found the seminar format really valuable. I'm an extremely satisfied customer. I don't have a negative thing to say.

Charles Hyman, who had come from Montréal and is now the Deputy Executive Secretary of the Alberta Teachers' Association, reminisces as follows:

I suppose the ideas I had about education in those days came in for a great shock when I arrived in Alberta. It's a shock that I've never totally recovered from. My initial impressions were that the mode of thinking and the style of life were fairly conservative. It took me a considerable time to adjust to some of the tenets and precepts that were guiding studies in those days. My major interests were in the areas of economics and organizational life, and I really had

no time for the type of studies that were looking at leadership behaviour and LBDQs — something that, at least at the time, I didn't think was going to lead to anything significant in terms of change within school systems. I had come out of classrooms where kids were committing suicide even then and with the drug scene as it was, I couldn't see any relationship between what was going on and that kind of discussion with regard to the principalship and what was needed in our education system.

I remember an awful lot of hard work. We spent endless hours doing papers and projects, and I think much of it was worthwhile. There were a lot of things I did learn that were very useful to me in later years.

Certain areas were very valuable, very practical. One of these was the whole area of education finance and the economics of education, because in my subsequent employment that was my major responsibility. My dissertation work related to that area as well. It was really in working on government committees and ministerial task forces in the '70s and early '80s that it proved most useful for it helped people analyze things like budgets and audited financial statements. Also, the areas of organizational studies that we worked with were very helpful in subsequent employment because they helped to analyze organizations from a point of view that wasn't as insular as you would normally get from the simply-my-own-job type of thing.

Gerry Kelly, now the President of Grant MacEwan Community College, also came from Montréal where he had been Vice-President of Student Services at Dawson College.

I think one of the memorable aspects was the faculty in the program. People like Abe Konrad, Gordon McIntosh, who became a mentor and a friend for me, "Big Al" MacKay, Gordon Mowat, Erwin Miklos — many, many people whom I developed a great respect for. I felt that the flavour, the atmosphere of the program which at that point was going through a transition, was special. I came out of a college environment in Montréal where anything that was traditional was automatically taboo, and things that were wild and woolly were seen as good. It was a reflection of the "flower power" time, when anything that was fixed or institutional, or anybody over the age of 35, was automatically wrong. But it was great for me at the U of A because in all the years I was there, I don't think I wrote a formal examination. At the same time, as

things developed, I probably learned more than I could have ever learned in any other doctoral program.

Governance, 20 years later, in our College has become a number one objective for me as President, and we've gone through the last year with a task force on college governance. This was the area of my doctoral dissertation. So, as I approach the waning years, perhaps, of my career as President, it is interesting that a lot of the ideals I developed at the U of A and expressed in my doctoral dissertation, I now have the opportunity to focus on in our own College. We're now looking at how we would empower everyone at Grant MacEwan College, starting with students, but even including the President.

Larry Korteweg, who came from Lakehead Teachers' College (later part of Lakehead University), remembers:

The Friday afternoon graduate seminar is one of the things that I remember. There were people who were not in the Department of Ed Admin and were invited to come and give their wisdom, looking at educational administration from perspectives other than education.

Al MacKay was my advisor and he was always in a hurry. Whenever I had to see him, he'd say, "Walk with me." And so I walked with him. I'll never forget that because quite often when I'm very busy I say to students now, "Walk with me." I was a graduate assistant for Al MacKay, so I often had to go across campus to find out whatever he wanted me to do.

The other thing that I recall quite vividly — and I'll never forget the U of A for what it did for students and graduate students in particular — was the housing situation which was top-notch. The unit was very suitable, although it was for us, coming from a big house overlooking Lake Superior to looking at some cement blocks, kind of a come-down. But we had two kids, and it was reasonably priced and people went out of their way to be helpful.

Barry Moore, who is now the President of Fanshawe College in London, Ontario, brought with him the unusual experience of having been the University

Chaplain at the U of A, and at the same time Chair of the Board of Grant MacEwan Community College. He says:

One of the things I remember was my amazement at even getting into the program. I had never had a formal course in education in my life, and while some might count that a blessing or at least a benefit, usually PhD programs in Education have some kind of requirements. I was very pleased when I found out from Gordon Mowat that they wouldn't hold that against me and that, indeed, they wanted to try me out for a year. I was very impressed by that! My background was an undergrad degree in Business or Commerce and a master's degree in Theology or Divinity. I suppose at the time there were two things I felt it was really important to know something about: one was God and the other was money. All other things fall in between. Actually, in the long run, the Theology degree has probably been among the most useful. In my dissertation I managed to do quite a bit of work on Paulo Freire, the Marxist-Christian Brazilian educator who is now quite well known in Canada. At that point he was not well known at all, and I'm sure some of the poobahs in the Department wondered why I wanted to do anything on him. I'd had a long-standing interest in him and have maintained that interest and now see — as our College is heavily involved in some adult literacy projects — just how influential he's become.

But the thing I remember most about the program was just how flexible it was. I don't mean that in any kind of non-quality way — but how flexible it was with regard to the backgrounds of some of the students, including myself. How flexible it was in terms of the work students were allowed and, even encouraged, to do. In many ways the program was ahead of its time because those things are still being fought for, even now. The program was just excellent in that way.

It was a very positive experience. Certainly many of the staff were part of that. Also, what it did for me — in addition to getting in without any courses in education — was to make me "kosher," in a sense. It allowed me to pursue the career that I wanted and which I've maintained ever since in the college system.

Bill Workman, Assistant Deputy Minister (Policy and Planning) Alberta Advanced Education, recalls the following:

I had applied to two or three institutions and was most impressed, even taken aback — since, like many others, I was a late bloomer and didn't carry a set of impressive undergraduate credentials — when the University of Alberta not only accepted me, but offered me money through a GTA to come into the master's program. I accepted with alacrity because somebody appeared to have made a mistake. I came to the master's program in the summer of 1968 and finished a year later. I went back into school administration in British Columbia, and four years later, in 1973, entered the doctoral program at the University of Alberta. I finished it in the spring of 1975.

There were, I think, about 15 or 17 in our class, and essentially the same group was involved in all the classes. A great deal of camaraderie developed. People were there from many parts of the world and returned after the program. We haven't kept in touch with each other. But, for the time, there was an appropriate level of camaraderie that included the faculty members as well.

Following the doctoral program, I had intended to go back to British Columbia, but couldn't find a suitable job opportunity. I did not particularly want to go back to the school system. So the Department was very kind in arranging sessional and research work for me. As things transpired, eventually the Department of Advanced Education was looking for somebody to do a short job on some internal organizational issues. I was put in touch with the Assistant Deputy Minister with whom I signed a contract for nine months. That led to my tenure in the Department which now goes back more than 10 years.



A ski break at Rabbit Hill, March 1991: (L-R) Chris Prokop, Olusegun Sogunro, Bill Maynes, Gordon McIntosh, Donne McIntosh, Rita Egan, Anita Muller, Louise Joli, Bijaya Thapa, Jin Rong Sun.



"Behind every successful man there's a surprised woman." Convocation, November 1982 — Marilyn and Vaughn Alward.

Reflections of Former Staff Members

Most of the reminiscences and recollections given in previous sections come from a sample of graduates of PhD programs. This section grows out of interviews with some former staff members who have moved away from Edmonton. Earlier in the text Drs. Coutts, Mowat, Seger, and Sparby were quoted. In the following section Drs. Andrews, Atherton, Bryce, Downey, Neal, and Thiemann are quoted.

This latter group was asked to reflect on three main areas: their own satisfactions derived from working in the Department; the contributions the Department and its programs have made; and finally, those gems from among their memories which they would be willing to share.

Reflections on Satisfaction

John Andrews recalls in some detail events of the early years:

I was hired by Art Reeves and Pete Coutts who came to the University of Chicago when I was in the last stages of my dissertation. I had almost decided to go to Stanford. But Canadian nationalism asserted itself and I went to Edmonton. The strength of the University of Alberta Educational Administration program lay in its newness and I saw in it: a) a zesty new program; b) supported by CEA publicity; c) having substantial Kellogg funding; and d) an exciting, interesting first for Canada. It turned out as I expected. The program afforded satisfaction during my eight years of service. I was present almost from the beginning of the program. The primary feature which led to the success of the Educational Administration adventure was the *recruiting network* right across Canada, especially through CEA. Bright candidates were picked for the available fellowships from among the

eminently able individuals nominated for study. The high degree of success gave the program quick visibility across Canada and beyond. Very soon the output was too small; the output could not keep up with the demand. New provincial markets opened up. Many of the students went back to the employer who had released them for the studies. Consequently, graduates in considerable numbers filled leadership posts in the provinces from which they came. Len Sampson appeared as a trail breaker in being hired in a new district, and gradually the graduates began to look at a market broader than that of their home province.

Those eight years with the Department were a marvelous opportunity for me. My own background was fortuitous. Chicago was a leading centre for the study of administration, using the behavioral sciences approach. It also had substantial Kellogg funding; my own Fellowship was more money than a principal's salary at that time.

When I arrived in Edmonton, I was the behavioral sciences professor. But the older topics of finance, law, and school administration (that is, the practical components) did not disappear. For that reason the University of Alberta program was superior to the Chicago and other U.S.A. programs.

We were well accepted and highly regarded in the University community, partly because of the work of Dr. Coutts and Dr. Reeves. But our collaboration with Political Science, Sociology, and Psychology gave us great added visibility and credibility. We were known to the Dean of Graduate Studies for our sure-fire graduates. The Dean even asked other departments to come and see what we were doing.

Art Reeves was a master diplomat, respected by all, and friendly — even though some students were scared of him. Pete Coutts provided the overall growth-inducing setting within the faculty — directing funds where needed.

That the Educational Administration program blossomed in Alberta was by no means accidental. The critical elements were: a) all different educational agencies were working together, b) leaders of the various organizations were personal friends, making the informal ties strong and positive. Tim Byrne (Dept.), Bill Swift (CEA), Stan Clarke (ATA), Tom Weidenhammer (ASTA), and the District Superintendents all had personal ties to the Departmental

leadership and staff. c) everyone appeared proud of the program — it was well liked.

The late Peter Atherton expressed the following thoughts:

I was doubtful about the value of the MEd and PhD. This led Art Reeves to say, 'You are probably familiar with an ordinary doctorate. If you take an Alberta doctorate you enter an entirely different league.' He was right.

The friends I made at the U of A have been a major source of satisfaction. This has led to a networking across Canada and internationally.

When I left the U of A, I was somewhat tired of being highly specialized in 'finance.' Yet I soon realized that being a generalist is not totally satisfying either.

The quality of the graduate students was most satisfying. I took pride in helping to build the students into influential and productive professionals.

The supervisory committees at the U of A were much superior to the nerve-wracking supervision of graduate students I have witnessed elsewhere. No other place provided the planning, the assistance, the organization as did the supervisory committees at the U of A. Perhaps they were sometimes too well organized, but they greatly reduced the tension and worries of the students and resulted in more production. I also treasured the financial support I received during my studies.

Bob Bryce observed:

Nothing appears to be as satisfying as success, both by students and professors, and success had been prominent in the U of A Ed. Admin. Program. I have yet to talk with a former student or graduate who doesn't rate the Department very positively.

Being part of a winning combination or network has been satisfying. So has the association with national and international people in leadership positions. Knowing network members makes it possible to find the expertise needed. Recently when a school board contacted me about finding a knowledgeable person on school law and rights, I suggested Ernie Hodgson. This resulted in a very helpful move for the school board.

I have received satisfaction in recommending to my able master's students that they should consider a PhD program in the Department at the U of A. Several who have done this have moved upon graduation to very responsible positions.

Lorne Downey expressed satisfaction in the following comments:

I derived great satisfaction from my work at the U of A. I came from the University of Chicago to Edmonton. I felt I was pretty productive and was well rewarded. I always appreciated the opportunities given to me by Art Reeves, Pete Coutts, and the President of the University, Walter Johns. I went to the U of A with a briefcase full of data obtained at the University of Chicago, and continued the analysis of these data. This resulted in a number of articles and a book. Incidentally, I shared an office with Wally Worth.

Walter Neal had this to say:

Generally I have been very comfortable with colleagues and people with whom I associated at the University of Alberta. I found great satisfaction in working with stimulating people such as Gordon Mowat, Art Reeves, and Fred Enns. That association gave me the pioneering feeling and life-long ties of friendship.

My contact with the U of A gave me a very satisfying professional career. I found satisfaction in seeing the effect of our work and the contributions that were made in so many places.

Fran Thiemann expressed the following thoughts as representing satisfactions he derived from his work:

I always have difficulty telling people where I come from. But I can tell them where I felt most at home. It was at the University of Alberta. My most productive years were 2 1/2 years at the U of A with the college grants, the monograph on Environments and Paradigms, with working with members of the academic staff.

I had tremendous opportunity to meet people across Canada: from governments, colleges, and school systems. Examples are F.K. Stewart, Roby Kidd, Henry Kolesar. I found great satisfaction derived from working with students who gave me great insights into other cultures, nations, and systems. Nick Chamchuk provided insights into Ukrainian life and history; Des Berghofer, into Australian ways. The association with the Thai students

opened up another world. Pictures of the Thai students still adorn my desk, and I still correspond with them. Involvement in projects with colleagues provided great satisfaction — with Gordon Mowat, David Friesen, and Chet Bumbarger.

A general theme in the above expressions of satisfaction is the challenge posed by the program which was being developed, and meeting that challenge. But it is also true that relationships with colleagues and students provided professional and personal fulfillment. These themes carry over into the assessments of the contributions made by the Department.

Reflections on Contributions

John Andrews comments:

The University of Alberta Educational Administration program set standards for Educational Administration across Canada. The program set standards for new departments. Thom Greenfield and I developed the OISE program and obviously used our Alberta experience as a base.

The graduates made contributions in that they assumed leading positions in departments of education, school systems, colleges, and universities. We ask why did we not publish more? Most of us expressed our research interests in the research of the students and published jointly. Priority of our own research was not as high.

Premium was placed on our field orientation in Alberta. This diverted our attention from full-blown research activities. Consulting, projects and reports dominated. In Ontario we engaged in more research; initially, the educational scene was not ready for field work as was the case in Alberta. In the early years students, without exception, treasured the program as the most wonderful period of their lives.

Peter Atherton gave the following thoughtful summary of what he saw as the Department's impact:

A major contribution has been the development of the Alberta mafia (not meant unkindly). For many years the leaders in the universities and the field (even in Ontario) were distinguished by being members of this Department's mafia. In every province, in Australia, New Zealand, and elsewhere, I meet people who have studied at the U of A.

The Department has influenced strongly empirically-based research in education. It has been a leader in this, historically speaking. A number of the Hoy and Miskel references are linked to work done at the U of A. For the size of the province in terms of population, the Ed Admin influence has been inordinately high across Canada. Most professors of educational administration in Canada have been prepared in Alberta or by someone prepared at the U of A.

The Department is recognized for initiating many important activities: the Banff Regional Conference and the Principals' Leadership Course, for example. It also led in the field as well. Other provinces have been influenced by the ideas out of the U of A. This leadership which was strong in Alberta was limited in Ontario where the ministry with its bureaucracy retained strong control over curriculum and teacher training programs.

Bob Bryce, who stepped down as Dean of Education, University of Regina in 1991, observes:

This topic is both easy and difficult to discuss, easy because so much activity has centred around the Department, and difficult because of the two-way flow of leadership — into and out of the Department.

I remember in the early years that the Reeves' approach was to seek good people, experienced people and bring them into the Department. They were almost assured of occupying leadership positions upon graduation. Yet the Department completed this process by a) encouraging leadership, b) helping in its formation, and c) nurturing and supporting it in many places.

Support of leadership requires special mention as a contribution of the Department. We knew as professors that we had students all over the place. Being a member of this large and growing Ed Admin network was a positive feature in leadership support. We were able to touch base with a variety of leaders. This almost world-wide association with educational leaders at all levels was a major factor in maintaining the health of education.

Other developments occurred partly as a result of this association. Educational leadership was influenced in school systems, at OISE, at the chief executive officer level, in the ministries of education, as graduates moved into these organizations.

Across Canada it is simply called "The Department." Everyone knows that it is Ed Admin at the U of A.

Contributions to the literature of leadership and to educational administration have been substantial. Fascinating ideas have come out of the department, especially on the development of leadership.

It has received national acclaim. The universities have benefited as graduates have assumed top-level positions — Myer Horowitz, Naomi Hersom, and many others.

Lorne Downey notes the following list of contributions:

There is no doubt the Department of Educational Administration at the U of A pioneered the study of educational leadership. This was achieved through a number of ways: the association with the Kellogg Foundation and the funding was most important; the support and cooperation of the CEA was also crucial.

At the university the contributions were reciprocal. Art Reeves won the support of everyone. The University contributed greatly in terms of scholarships and developing programs. A unique relationship developed with other educational organizations and leaders. This was both professional and personal. Art Reeves, Tim Byrne, and Stan Clarke were friends as well as leaders. This type of trust relationship spread across the province.

Walter Neal's recollections in this area are equally extensive. He says:

My first contact was with Art Reeves (1962-63) who brought a whole new way of thinking into the study of educational administration. I came from overseas and had had contacts with American and British educators, but none with new ideas as conveyed by the Edmonton group. Art Reeves made a great impression on us. We were running a two-week residential course where we used Art as a consultant. There he opened up new dimensions. We began to look at administration as a field of study; until then it had been more or less training for the practice of administration. We accepted the challenge of trying to understand administration better by using the social sciences and concepts derived through them. Those experiences and what I found when I came over to Alberta helped to open up all sorts of new dimensions and opportunities for me.

The opening up of a special Art Reeves scholarship for Australian students was a major factor. I think Tom Moore was the first student and this arrangement grew much beyond its initial impact. The candidate for this year is well known to me — and is excited and honored at going to Alberta where he has been accepted. The contribution continues.

Anywhere you go in Australia you find graduates from the University of Alberta. They are a special group of people who have exerted great influence on Australian education and this influence will continue. I studied at Columbia before I met Art Reeves.

I am also impressed with the way the Department of Educational Administration at the U of A has made a contribution in the field. It has spread its ideas not only at the University or at special functions but also in distant and remote places in the field. Thereby it has affected people far and wide. It has also made its impact by offering the diploma and degrees. Again these have made it possible for people at different levels in education and at different locations to absorb new ideas of administration.

Similarly, the Department made real and substantial contributions through the Banff seminars and other short courses. These were especially valuable in developing leadership skills at various levels. Just as important, they opened up the potential of working together with officials right across the country. In these areas the Department was a real pioneer and introduced many ideas and practices that guided subsequent developments across Canada and in Australia.

Fran Thiemann makes the following assessment:

Overall, the contributions have been tremendous.

In the earlier days with Art Reeves the ties were developed with Keith Goldhammer at Oregon. This helped to bridge the gap between Canada and the USA. The work of Canadians (e.g. Milt Fenske and Phil Lamoureux) influenced the Oregon program — bringing added scholarship to that program. The leadership of the Department spread its influence through its graduates, such as Reno Bosetti and Henry Kolesar.

The development of Canada's community college systems was influenced by the Department's work and leadership. Canadian colleges were assisted through projects and publications. The Department's contribution to leadership training has significantly influenced educational institutions in Alberta, Canada, Thailand, Australia, New Zealand, and elsewhere overseas.

Gems

The following comments are presented without attributing them to particular persons. They express sentiments that may very well apply to all.

The Edmonton climate was warm and personal, the relationships human and enduring. We thoroughly enjoyed the program but even more the people. We had more of a social life in Edmonton than in any other place we have been. I feel I have been through a complete life cycle of a discipline. I experienced it and saw it blossom, become influential, provide leadership, become vibrant and spread, and now I wonder if we will live up to the promises it held.

* * *

The colleagues at Ed Admin are part of the network that persists and grows. It is a very rich, warm, human, and personally rewarding network. I will never forget my finest colleagues — and this feeling is shared widely. The genuine camaraderie lasts and helps me in my profession.

* * *

I have often said to my colleagues that my education did not start until I went to the University of Chicago. The U of A permitted me to continue my education. I was challenged, prodded, pushed and rewarded in my work. It was continuously refreshing.

* * *

Everyone can point to a time and place in his life where he was appreciated, felt that he did something worthwhile, and that in a small way he had influenced some people in a positive way. To me such a time and place was in the Department of Educational Administration at the University of Alberta during my years in Edmonton.

* * *



35th anniversary celebrations, October 1991: Bill Duke (PhD, 1970) and Bob Bryce (PhD, 1970) talk with Chet Bumbarger, a former chair of the Department.



Staff members: top (L-R) Dr. David Friesen (Professor Emeritus), Dr. Joe Fris, Dr. Margaret Haughey; middle row (L-R) Dr. Jerome Ell, Lianying Zhang (MEd student), Dr. Linda LaRocque; bottom (L-R) Dr. Gordon McIntosh, Chris Prokop, Dr. Margaret Haughey.



35th anniversary conference, October 1991: top (L-R) Dr. Don Richards, Dr. Thom Greenfield, Dr. Erwin Miklos (conference director); middle row (L-R) Dr. Tom Bone, Marc Arnal, Chris Thompson, Donna Staszewski; bottom (L-R) Doug Fleming, Dr. Linda LaRocque, Nell Irwin, Stephen Marshall, Gloria Zbryski.

Concluding Reflections

Thirty-five years is not long in the overall sweep of history, but it is a significant period in the development of educational administration as a field of study at the university level. Although preparation programs for principals and superintendents of schools have existed for much longer, the most significant growth has been in the last forty-five years. Beginning with the CPEA programs about 1945, and developing from there, educational administration has become a legitimate discipline for university study and research. For all but a decade of that period, the program at the University of Alberta has been in existence. During that relatively brief span the program began, progressed through developmental phases, grew to a level of maturity and stability, and became established as a member among senior programs in North America. The text of this document has reviewed some aspects of that development.

The focus of the review, as is true of all reviews, is on past events, experiences and relationships, and on persons who have passed from the scene as active participants. The presentation is a summary, a collection of vignettes, which point to, or suggest, aspects of what was.

One impression that may be left by such a treatment is that the Department was, and is, a homogeneous entity of undifferentiated facets. The conclusion may be that the Department holds a unified position. Such an impression would not be correct. Erwin Miklos, a graduate of the Department, and a staff member and former Chair, gives eloquent expression to the alternate view:

Similar or varied? Uniform or diverse? Which of these terms would best describe the Department? Perspectives will differ, of course. But I continue to be impressed by the variety evident in many aspects of life within the Department.

Although the diversity can be explained in different ways, students seem to me to be a particularly significant source of variety. The students who choose to study educational administration are a heterogeneous lot! They come from a variety of institutional arenas — schools, colleges, universities, government departments, the private sector — in which educational activities are manifested in many different ways. Their academic and professional backgrounds cover a broad territory. Some have extensive administrative experience while others have chosen to begin with formal studies. The admissions each year result in a different mix of cultural backgrounds; over the years, all regions of Canada and many countries have been represented. Students bring to their studies different expectations, career goals and research interests.

Even though there are the inevitable similarities in program requirements, the ideographic forces are not suppressed by the nomothetic ones! The diversity that students bring to the Department is reflected in the type of course offerings, in the substance of class activities, in project and thesis research, as well as in the nature of formal and informal relationships. The influence is pervasive.

Of course, the diversity in the Department is evident also in the varied teaching, research and service interests of staff members. The two sources of the diversity, students and staff, complement and reinforce each other. In combination, they result in a stimulating learning environment for staff members as well as for students. The vitality of the unit springs, in large measure, spontaneously from the diversity that characterizes the individuals who create and comprise "the Department." In turn, the vitality enhances the attainment of the personal and professional goals of those who live on the seventh floor of Education North — regardless of how long they choose to stay!

To take a retrospective look at a unit, as has been done in this treatment, is interesting and instructive. To know something of the antecedents of present situations and practices helps in understanding them more fully. But unless such understanding also leads to improvements and adaptations to prevailing situations and practices, at least some of the value is lost.

It therefore falls to the people now engaged in teaching, research, administration and service in the Department and the Faculty to take up the challenge. Programs of the future will have to be relevant to the situations which are now emerging. It will be necessary to maintain relationships with relevant educational groups: the teaching profession, practicing administrators,

educational organizations at all levels, government, and the scholarly community. It will be necessary to maintain currency of understanding of the overall context of education and its administration. It will be necessary to maintain credibility with the people in the field as well as in scholarly areas.

To do all these things will require resources in time and personnel, and the finances to buy them. When the program was initiated it was understood that advanced study in Educational Administration is expensive. It requires senior scholars, low professor/student ratios, extensive resources for travel, for study away from the campus, for attendance at meetings and consultations. It requires higher than usual levels of student support, for those selected for advanced study are usually mature persons with commitments — family, homes, etc. which must be maintained during periods of full-time study. All these variables pertain today and, if anything, have escalated over the intervening years. To meet the challenges implied will pose difficulties, especially in times of fiscal restraint. The decisions that are made will set the course of the Department for the next thirty-five years.



Support staff members: top (L-R) Peggy Foster, Aurora Labarda, Toni Williamson, Tracey Kremer; bottom (L-R) Dr. Gene Ratsoy, Norma McIntosh, Aurora Labarda, Aurelia Dacong, Margaret Stewart, Tracey Kremer, and the award-winning Christmas tree doctorated with recyclables, December 1989, Marg Stewart at her desk.



Two PhD graduates of the Department who are now members of the staff: Dr. Beth Young (left) who completed her studies in 1989, and Dr. Morag Pansegrau (1983).



A 1991 meeting of the advisory committee for the EdD program included a number of doctoral graduates of the Department: (L-R) Reno Bosetti (1975), Gene Ratsoy (1965), Chuck Day (1971), Bill Duke (1970), Dick Baker, Al MacKay (1964), Neil Gannon, Ted Holdaway (1968), Muriel Dunnigan, Mike Andrews (1978), Peggy Quinney (MEd, 1983), Gordon McIntosh, Jim Small (MEd, 1967), Don Richards (1971), and Don Hall (1989).

Appendix A

MEd Graduates in Educational Administration

(by year of graduation)

MEd GRADUATES IN EDUCATIONAL ADMINISTRATION

1958

SPRING

Thomas Edward Giles, Lacombe
Stephen Paul Hencley, Warner

FALL

John Ernest Cheal, Calgary
Ian Edward Housego, Saskatchewan
James Stanley Thomas Hrabí,
Saskatchewan
Malcolm Joseph MacInnis,
Saskatchewan
Fred Eugene Worger, Calgary

1959

SPRING

Sister M. Constance (Kuefler),
Calgary
Steve Boyko, Radway
Earl Martin Gillespie, Calgary
Arthur Kratzmann, Australia
John Joseph Nearing, Medicine Hat
Henry Toews, Nobleford

FALL

Eric Russell Coffin, Calgary
Frederick Enns, Foremost
Myer Horowitz, Montreal
Newman Kelland, Newfoundland
Arthur Groat McBeath,
Saskatchewan
John Douglas McLeod, Edmonton
John Harvey Peter Malmberg, New
Brunswick
Philip John Warren, Newfoundland

1960

SPRING

Jean Elizabeth Robertson,
Edmonton

SPRING (continued)

Edison Frederick Bardock, Three
Hills

FALL

John Edward Hutton, Edmonton
Erwin Miklos, Vulcan
Theodore Jacob Sawchuk,
Edmonton
Robert Bean Walls, Calgary

1961

SPRING

August William Bruns, Bentley
John Harvey Finlay, Edmonton
Thomas Barr Greenfield, British
Columbia
Ernest John Ingram, Edmonton
George Kravetz, Vegreville
David William Menear, Ontario
Warren Louis Ogilvie, Edmonton
Lorne Duncan Stewart, Claresholm

FALL

Raymond Clarence Carran,
Edmonton
Milton Reinhold Fenske, Trochu
Joseph Francis Swan, Edmonton

1962

SPRING

William Hyndman Evans,
Edmonton
Nicholas P. Hrynyk, Alix
Abram Gerhard Konrad, British
Columbia
Ralph Thomas Russell, Calgary

FALL

Kenneth Wilbert Bride, Iron
Springs

FALL (continued)

John Earl Davis, Ontario
Donald Archie Girard, Calgary
Patrick William Raynes Holt,
Edmonton
Hubert William Kitchen,
Newfoundland
William Raymond McInnis,
Saskatchewan
Alvin Roy Myhre, Red Deer
Alexander Robb, Saskatchewan
Cecil William Roebathan,
Newfoundland
Herman Arnold Wallin, Edmonton
Cedric Malcolm Ward, Sangudo

1963

SPRING

John Leo Aaserud, Edmonton
Dennis John Dibski, Fairview
Nick L. Hrynyk, Edmonton
John Donald Marles, Edmonton

FALL

Chesley Kenneth Brown,
Newfoundland
Melvin Robert Fenske, Oyen
Mary Kathleen Francoeur, Quebec
Charles Douglass Ledgerwood,
Athabasca
Peter Bucknil Lowe, England
Ivan Burdette Mallett, Stettler
Derek Vivian Morris, Calgary
John Whitmore Peach, Manitoba
Sister Jean Berchmans Leroi,
Saskatchewan
Robert Charles Stewart,
Saskatchewan
Otto George Tucker, Newfoundland

1964

SPRING

Arthur Melbourne Arbeau,
Edmonton
Henry Charles Brown,
Saskatchewan
Harry Chomik, Vegreville
Arthur Howard Elliott, Fort
Saskatchewan
Raymond Garry Fast, Calmar
Harry Klufas, Redwater
Thomas McKendry, St. Albert
Rudolph Steve Melnychuk,
Edmonton
Lucien Loel Ouellette, Medicine
Hat
John Baptiste Percevault,
Bonnyville
John Ephraim Reid, Castor
Alexander Romaniuk, Edmonton
Harry Gordon Sherk, Pincher Creek
Norman Albert Sherritt, British
Columbia
Harry Thompson, Yukon
Lawrence Andrew Truckey,
Mayerthorpe

FALL

William Arthur Adams, Edmonton
Joseph Heydon Blocksidge,
Vermilion
Eric George Hohn, Camrose
Jean Margaret Martin, Ponoka
Orran LeRoy Matson, Edmonton
Lloyd Henry Morin, British
Columbia
Paul Meech Robinson, Pincher
Creek
Harold Dunlop Stafford, British
Columbia
Roland Morton Ward, Westlock

1965

SPRING

Lachlan MacLean Campbell,
Edmonton
Marion Elizabeth Irwin, Edmonton
Peter P. Martins, Saskatchewan
Robert Piercy Plaxton, Calgary
Ronald Lewis Rhine, Edmonton
Douglas Heber Ross, Edmonton
John Strembitsky, Millet

FALL

Edward Lloyd Deutscher, St. Albert
Joseph Rosaire Philippe Dupuis,
Quebec
Scot Clarence Formanek, Calgary
Reid Edwards Harrison, Edmonton
Walter M. Hewko, Edmonton
Philip James Husby, Grande Prairie
Alvin Edwin Kowalski,
Saskatchewan
Roy Isaac McLoughlin, British
Columbia
Albert Keith Molyneux, Edmonton
Joseph Frederick Pyra,
Saskatchewan
Lawrence Edward Rappel, Calgary
George Sanford Scott, Quebec

1966

SPRING

Raymond Evert Bean, Ontario
Walter Martin Cooper, Cold Lake
William Richard Duke, Lethbridge
Daniel Ewasiuk, Castor
Arthur Robert Fletcher, British
Columbia
Hiram Irving Hastings, Rocky
Mountain House
Gulbrand Loken, Camrose
Albert Lust, Edmonton
Donald Edgeworth Millar,
Edmonton

SPRING (continued)

Ralph Harris Sabey, Enchant
Lloyd Allan Strandberg, Camrose
Wesley James Wetter, Edmonton
Walter Gerald Wilson, Bonnyville

FALL

John Alan Bacon, Edmonton
Lawrence Manning Bezeau,
Lethbridge
Reno Angelo Bosetti, Edmonton
Theodore Roy Campbell,
Edmonton
Alexander Deleff, Edmonton
William Leslie Hamilton, Australia
Horace David Hemphill, British
Columbia
Edward Allan Holdaway, Australia
Derrel Everett Hudson, Edmonton
Donald Valentine Kilback,
Coronation
John Howard Lundrigan,
Newfoundland
William Russell McGillivray,
Ontario
Alan Ross MacLeod, Edmonton
Kenneth Dean McMullen,
Dewberry
John Andrew McTaggart, British
Columbia
Stanley Gordon Maertz, Edmonton
Thomas James Moore, Australia
Anthony Erodichukwu Nnekaku
Okonkwo, Nigeria
Michael Pitsula, Saskatchewan
Bryant Louis Stringham, Edmonton
Sherman James Stryde,
Newfoundland
Charles Clarence Uhlman, Nova
Scotia

1967

SPRING

Francis Xavier Bischoff, Edmonton

SPRING (continued)

James Robert Ellis, British
Columbia
Nicholas Holowach, Bowden
Harry Harvey Hooge, British
Columbia
Nicholas Keis, British Columbia
Vincent David McNamara,
Australia
Werner George Schmidt, Raymond
Alfred Neil Stewart, Australia

FALL

Jean Roland AuCoin, Nova Scotia
Lionel Charles Benoit,
Saskatchewan
Elmer Alfred Breitreuz, Edmonton
William George Cathcart,
Edmonton
William John Ede, Lethbridge
Norman Gill, Australia
Henry Robert Golan, Radway
Alexander John Young Guy,
Saskatchewan
John Theodore Karpoff, Edmonton
Karl Oliver Peterson, Holden
Allan Sylvester Alvarado
Schindeler, Ardrossan
Fred Oscar Schreiber, Edmonton
George Edward Sisko, Foremost
James Matthew Small, Taber
Mervin Forrester Thornton,
Saskatchewan
Kenneth Lyle Ward, Edmonton
John George Williams, Australia
Michael Peter Yakimishyn,
Manitoba

1968

SPRING

Robert Curry Bryce, Sherwood Park
Bruce Kilgour Johnson, Australia
Sylvain David LeFebvre, St. Paul

SPRING (continued)

Alexander John Longmore, British
Columbia

FALL

Allan Richard Balchen, Edmonton
Hal Chalmers, British Columbia
Bernard Artman Chandler,
Edmonton
Frank Coulter, Australia
Carl Daneliuk, Edmonton
Joseph Adrien Gerard Ethier,
Quebec
Joseph Daniel Horovatin, British
Columbia
John Hudson, England
Alex Blake Letts, St. Albert
John Leslie Milne, Manitoba
Robert Jack Mitchell,
Saskatchewan
Christopher Osborne, Trinidad
Joseph Gee Rousseau,
Newfoundland
Donald Joseph John Schindelka,
Saskatchewan
Douglas Albert Schmit, Edmonton
Leonard Roy Shymoniak, Spruce
Valley
Luecha Sroypan, Thailand
Kevin Arthur Wilson, Australia

1969

SPRING

David Garth Bryans, British
Columbia
David Murray Ellison, Quebec
Donald Peter Nissen, Castor
James Dale Stafford, Edmonton

FALL

Beverley Kent Ackroyd, Edmonton
John Edward Arnot, Calgary
Thomas Anthony Blowers,
Edmonton

FALL (continued)

Francis Henry Breau, Quebec
 Lloyd Andrew Campbell, Viking
 Audrey May Clark, Edmonton
 Earl Arthur Clark, Edmonton
 Albert Allan Cleveland, New
 Bridgen
 Rodolphe Laurent Corriveau,
 Quebec
 Douglas James Cowan, Edmonton
 Donal Fionntan Deiseach, Ireland
 Norman Emerson Diemert,
 Edmonton
 Stanislaus Lawrence Digout, Peace
 River
 Andrew Goroniuk, Andrew
 Gerald Bryce Hawley, Edmonton
 Benjamin Joseph Mack, Edmonton
 Harry Ernest Miller, Edmonton
 Thomas Redmond Murphy,
 Edmonton
 John Lyon Myroon, Redwater
 Donald Marcus Richards, Athabasca
 Thomas Dionne Shields, Edmonton
 Robert Merrill Swayze, Manitoba
 Edmund Barrington Thomas,
 Australia
 Charles Barrie Thompson,
 Edmonton
 Paul Herbert Thompson, Edmonton
 Lowell Jem Thronson, St. Albert
 Alexander James Tod, Australia
 Pierre Leo Touchette, Wainwright
 Kevin Edward Veitch,
 Newfoundland
 Kuruvilla Aaron Vithayathil, India
 Marian Alfred Weleschuk, Smoky
 Lake
 William Laurence Workman,
 British Columbia

1970

SPRING

Linzel Verne Carmack, Edmonton

SPRING (continued)

James Edward Finnman, Fort
 Vermilion
 Leonard James Dixon Garrett,
 Edmonton
 Clark Richard Tingley, Edmonton

FALL

Desmond Edward Berghofer,
 Edmonton
 Gerald Adrian Clarke, Nova Scotia
 Neil William James Clarke,
 Edmonton
 John David Pollock Cuyler,
 Edmonton
 Donald Domenic Daloise, British
 Columbia
 Ray Arthur Duboyce, Ontario
 Marshall Dzurko, Oyen
 James George Eshpeter, Camrose
 Michael Elias Eurchuk, Edmonton
 Alexander Allan Kozeluk,
 Valleyview
 William Lepatski, Edmonton
 Robert James McCubbin, British
 Columbia
 George Raymond Maddocks,
 Australia
 William Leon Marsh, Edmonton
 George Nairn Marshall, New
 Zealand
 Richard Hector Martin, Barrhead
 Donald Sydney Palethorpe, British
 Columbia
 Lachlan Sinclair Phimester, Peace
 River
 Fredrick William Reinholt,
 Athabasca
 Kenneth Gordon Rogers, British
 Columbia
 Dominic Augustus Rousseau,
 Newfoundland
 Norman Arnold Sande, Edmonton
 Donald Ross Smyth, British
 Columbia

FALL (continued)

Robert James Toews, Sangudo
Louis Phillip Voghell, Edmonton
James Marvin Weseen,
Saskatchewan
William Henry Wheatley,
Saskatchewan
Armin Wilcer, Edmonton
Richard Everatt Wroot, Edmonton

1971

SPRING

Karl Olov Rudolf Andersson, Lac
La Biche
Sybil Ulrica Sargeant, Guyana
Lloyd Edwin Symyrozum,
Colinton

FALL

Donald Raymond Barnett,
Edmonton
Dennis Peter Bjornson, Three Hills
David Alan Blacker, Edmonton
Wilbur John Collin, Edmonton
Daniel James Cornish, Seven
Persons
Walter Cowle, Wainwright
John Eaton, Manitoba
James Harry Fasano, Manitoba
Wilfred John Green, Edmonton
Ralph Murray Guy, Nova Scotia
Allen Keith Harrison, St. Albert
David Jeffares, Edmonton
John Graham Thornton Kelsey,
England
Gregory Nelson Kennedy, New
Brunswick
Sen Keoyote, Thailand
Thomas LaFosse, Newfoundland
William Charles McCarthy, British
Columbia
Francis Augustine MacCormick,
Nova Scotia
George Andrew MacKenzie, Ponoka

FALL (continued)

Bernard Lincolne Masters, Australia
Haresh Chandr Narine, Daysland
Harvey Allen Pike, Edmonton
Elwyn Raymond Probert,
Edmonton
George Albert William Purkess,
Edmonton
Waldo Arnold Sawatsky, Edmonton
Paul Longin Strohschein,
Edmonton
Keith Charles Sullivan, Nova
Scotia
Norman Earl Treleaven, Lacombe
Dilok Wajanasoonorn, Thailand
Theodore Robert Walter, Edmonton

1972

SPRING

James Arthur Byron Bentham,
Prince Edward Island
Robert Steven Gawreluck,
Edmonton
David McLeod Gregory, New
Brunswick
James Collins Meek, Sherwood
Park
Mary Theresa Nixon, England
Raymond Magnus Olson,
Edmonton
Paul Guy Piquette, Edmonton
Raymond Samuel Ratzlaff,
Edmonton
Haldane Harvey Reynolds, Nova
Scotia
Ashara Srisuthep, Thailand
Pratheep Taenglian, Thailand
Frederick Williamson, Edmonton
Cecilia Georgina Winton,
Edmonton

FALL

Benjamin Raymond Babin,
Edmonton

FALL (continued)

Henry Isaac Balsom, Newfoundland
 William Thomas Barker,
 Newfoundland
 John William Beresford Benson,
 Edmonton
 Robin James Chapman, Australia
 Sa-Nga Cheyprasert, Thailand
 James Edward Clarke, Provost
 Norma Colleen Cooper,
 Saskatchewan
 John Norris Cox, New Zealand
 Brian Harold Fennell, Edmonton
 Daryl Sylvanus Gates, Edmonton
 Douglas Andrew Gray, Ontario
 Mary Norah Greene, Newfoundland
 Denis Joseph Haughey, Northern
 Ireland
 Margaret Lagan Haughey, Northern
 Ireland
 Mervin Aberhart Huntley,
 Edmonton
 Gary Petrus Johnson, Saskatchewan
 Thomas Elson Keown, Jasper
 Rene Joseph Omer Landry,
 Edmonton
 Gerald Wilber Mabey, New
 Brunswick
 Gerald Thomas McLeod, Edmonton
 Alfred Okonkwo Mordi, Nigeria
 Alexander Leslie Muzyka,
 Edmonton
 Edwin Richard Olsen, Eckville
 James William Page, New
 Brunswick
 John Eric Pearson, Australia
 Banchong Pongsasra, Thailand
 Chareonrat Posganondh, Thailand
 Ivan Hugh Henri Roy, Ontario
 Raymond Richard Rust,
 Saskatchewan
 Adolf John Volk, Saskatchewan
 Allan Vernon Walker,
 Saskatchewan

1973

SPRING

Peter Odaro Broderick, Edmonton
 Verne Robert George Evans, High
 Prairie
 Billie June Golberg, Edmonton
 Alfred George Gould, Edmonton
 Ernest David Howrish, St. Albert
 Ahmad Jumat, Malaysia
 Anan Kaewmongkol, Thailand
 Ethel Ileine Lazoruk, Edmonton
 Hans Krag Nielsen, Edmonton
 Ibhazonoa Okodugha, Nigeria
 Horace Erstein Ramus Ottley,
 Edmonton
 Tong-In Piapukew, Thailand
 David Ernest Rapson, England
 Marcel Joseph Schayes, Edmonton

FALL

Harold Robert David Beckman,
 Kenya
 Joseph Frank Berlando, Drumheller
 Reginald Norval Brown, Manitoba
 Hope Aurelia Eurchuk, Edmonton
 William James Fedorak, Lamont
 Eustace Wycham Twistleton
 Ferrance, West Indies
 Allen Burnell Gibb, Drumheller
 Burton Fraser Green, New
 Brunswick
 Matthew Robert Hassen, British
 Columbia
 Edward James Kozakewich, Berwyn
 Garth Robert Knudsen, Edmonton
 Robert Todd Laurence, U.S.A.
 Gordon Myrlin Lowe, Lethbridge
 William Lysak, Edmonton
 T. Lutatina Maliyamkono,
 Tanzania
 Waraporn Maneetase, Thailand
 Anthony Robert Alfred Marshall,
 Western Australia
 Donald Allan Mitchell, Ontario

FALL (continued)

Thomas Craig Montgomerie,
Edmonton
Peter Mwathi, Kenya
Michael Anthony Neuwelt, Poland
Erwin Pinno, Poland
Peter Ponich, Wandering River
Jacques Louis Plamondon,
Edmonton
Thomas William Powers,
Edmonton
Raymond George Preston, Australia
Thomas Gilbert Renwick,
Saskatchewan
Francis Joseph Robinson,
Edmonton
Doris Jean Scheidegger, Camrose
Charles Edward Frank Schroder,
Edmonton
Donald Arthur Sinclair, Australia
Rodney Edwin Soholt, Camrose
Bryan James Stauffer, Edmonton
Ghazali Bin Uda Umar, Malaysia
Henry B. Unrau, Manitoba
Henry Leonard Van Berkel, Holland
Kenneth Robert Vandenberg,
Whitecourt
Douglas Wayne Wessel, Edmonton
Edward Alexander Whyte,
Edmonton
Jack Maxwell Wood, Australia
Clarence Edward Yeomans, Edson

1974

SPRING

Claude Amabilis Deblois, Quebec
Boonarg Diowvilai, Thailand
Ahmed Mohammed Eshak, Nigeria
Maung Maung Lwin, Burma
Sit Tui Ong, Singapore
Alice Clare Piche, Ontario
Tirawuth Pratumnopharat, Thailand
Andrew Marshall Shupenia,
Lamont

SPRING (continued)

Harvey Daniel Smith, Edmonton
Sriprapa Sroypan, Thailand
Saisawarth Stiensape, Thailand
Allen William Watson, Edmonton
Richard Grant Wilson, England

FALL

Byron Gale Bray, Turner Valley
John Michael Burger, U.S.A.
Sister Lillian Valerie Clark,
Saskatchewan
Charles Graham Cooke, Quebec
Denis Louis Joseph Dube,
Saskatchewan
Jean Elizabeth Dymond,
Newfoundland
Irmgard Leona Epp, Saskatchewan
John Kuma Gar, Nigeria
James Peter Hastings, Ontario
Walter Joseph Hepler, Edmonton
Roger Albert Humbke, Wetaskiwin
John McIlroy Huston, Northern
Ireland
Terrence Joseph Kilfoil, New
Brunswick
James Jamda Kurnap, Nigeria
Robert John Luger, Wetaskiwin
Alexander McCaughan, Northern
Ireland
Jacques Bernard Moquin, McLennan
Kurt Mueller, Germany
Katsutoshi Gil Oishi, Raymond
George Taylor Pinchbeck,
Edmonton
Peter Francis Prout, Australia
John Robert Ramer, Duchess
Leonard Byron Russell, New
Brunswick
Vasudev Singh Sandhu, India
Bruce Albert Steinbring, Barrhead
Peter Gordon Stewart, Ontario
Andrew Eugene Stojak, Edmonton
Swee-Hin Toh, Malaysia
Jacob Damut Tyoden, Nigeria

FALL (continued)

Heinz Franz Vitovec, Edmonton
Gary Maurice Wilmott, Australia

1975

SPRING

Joseph Acquah-Hackman, Ghana
Ralph Eric Clintberg, Edmonton
William Crouch, Ontario
John Henry Edey, Manitoba
Kenneth Patrick Fraser, Australia
Peter Philip Grimmett, England
Bill G. Labatiuk, Sherwood Park
Jonathan Mann Loomis, St. Albert
Ronald Vaughan Mundell,
 Sherwood Park
Connie Joan Olynyk, Edmonton
Alphonso Rubem Anaygwaochu
Onuoha, Nigeria
Nathaniel Osarumwuense Osazin,
 Nigeria
William Patrick Owens, Edmonton
Ranjit Singh Panesar, Kenya
Michael Sanga, Tanzania
John Arthur Slattery, Edmonton

FALL

Samuel Aggrey, Ghana
George Buckle, Scotland
Brian John Caldwell, Australia
Katherine Millicent Chernowski,
 Edmonton
Francis Arthur Kelley Dear,
 Saskatchewan
Patrick Augustine Duignan, Ireland
William Cameron Eddy,
 Saskatchewan
Walter James Ellis, New Brunswick
Norman Aaron Fitl, Saskatchewan
Edward John Hancheruk, Edmonton
Dudley Joseph Kelso, Australia
Neil Gunn Leckie, New Zealand
Robert William McPhee, Innisfail
Paul Anthony Meagher, Australia

FALL (continued)

Marcel Edgar Normandeau,
 Edmonton
Bruce MacIntosh Pettigrew,
 Medicine Hat
Alfred Adekunle Popoola, Nigeria
James Barry Pritchard, Edmonton
Al Ramaiah, India
Hugh Douglas Reoch,
 Saskatchewan
Allan William Rice, Australia
James Parker Robertson, Edmonton
Eugene Romaniuk, Myrnam
John Maurice Schiller, Australia
Charles Wilson Shea, Prince
 Edward Island
Terence Anthony Weninger,
 Saskatchewan
Glyn James Westcott, Wales

1976

SPRING

Derek John Allison, Edmonton
Alfred Clemens Barlage,
 Saskatchewan
Carl James Brodie, Edmonton
James Barrie Findlater, St. Albert
Anne Lenore Hopchin, Edmonton
Michael Christopher Klinzmann,
 Edmonton
Eugene Walter Korpan,
 Saskatchewan
Nicholas Kozak, Edmonton
Varin Kunasri, Thailand
Arthur Joseph McIntyre, Edmonton
Mary Felicia Melnyk, Calgary
Augustine Ucheobi Njemanze,
 Nigeria
Geoffrey Nyadezor, Ghana
John Patrick Purcell, Australia
Lucille Marie Rudiak, Edmonton
Ralph Wilbur Lawrence Thomas,
 Morinville
Edward George West, Ponoka

SPRING (continued)

Paul Allen Winton, Edmonton

FALL

Richard Allan Alton, Ontario
Martin Asamoah-Manu, Nigeria
Derek Scott Baker, England
Robert John Bole, Silver Valley
Somjit Bootdeemee, Thailand
Wouter Broersma, Manning
Darrell Francis Clarkson,
Northwest Territories
Hilton James Comeau, New
Brunswick
Jeanne Rougeau Cooper, Smoky
Lake
Donald Jerome Corse, Edmonton
Rose Marie Crump, Edmonton
Alexander Litster Darling, Ontario
Warren Fisher, Edmonton
Terry Richard John Keleher, New
Brunswick
Jenniece Beryl Larsen, Edmonton
Edith Anne Lindman, Edmonton
Angus Brien McBeath, Edmonton
William Wallace McNairn,
Edmonton
Eugene John Miller, Edmonton
Willy Richard Muller, Edmonton
Ian Andrew Nicolson, Edmonton
Bryan John Spencer Reid, Australia
Calvin Pearce Russell, Ontario
Laird Currie Sherwood, St. Albert
John Marshall Smyth,
Saskatchewan
Dale Arthur Somerville, New
Brunswick
William Clarence Thomas,
Manitoba
Elizabeth Thompson, Sherwood
Park
Douglas James Weir, Australia
Brian Rae Woolmer, Australia
Shirley Louise Wrotniak, Sherwood
Park

1977

SPRING

Grace Elizabeth Aplin, Edmonton
Philip John Caswell, Edmonton
John Enns, Fort Saskatchewan
Robert James Heyworth, St. Albert
Desmond Delphedo Kerr, Edmonton
Edward Albert Kostyshen,
Edmonton
Hans George Kratz, Sherwood Park
John Paul Marshall, Edson
Jacqueline Morgan, British
Columbia
Frank Peters, Edmonton
William Schoeman, Edmonton
William Watson Sime, Sherwood
Park
Brian John Taylor, Australia

FALL

Lillian Ruth Ball, Ardrossan
Keith Vernon Berg, Edmonton
Lee Ellen Cadman, Edmonton
Laurie Joanne Caverly,
Saskatchewan
Gloria Anna Magdalena Chalmers,
British Columbia
Cowden Erimiah Masarirambi
Chikombah, Zimbabwe
Sister Helen Mary Nora Danahy,
British Columbia
Ian Douglas Grant, New Brunswick
Jerome Ijachi Idoko, Nigeria
Richard Dale Johnson, Edmonton
Samuel Donald Johnson, Sherwood
Park
Lyonel Wesley Kruger, Edmonton
Daniel Honore Magnan, Edmonton
Laura Margaret Mann, Sherwood
Park
Ann Catherine Manson, St. Albert
Darryl Grant Mayan, Edmonton

FALL (continued)

Donald Douglas McDavid,
Edmonton
Ross Hamilton Millikan, Australia
Claude Martin Oppenheim,
Entwistle
Robert McLeod Paton, Red Deer
Richard James Pawliuk, Edmonton
Leslie James Pearson,
Saskatchewan
David Gary Rea, Edmonton
Michael John Reikie, Brooks
Lester David Russell, Australia
Dale Carmen Sabean, Nova Scotia
John Savage, Grande Prairie
Steven James Simpson, Nova
Scotia
Keith Philip Sterling, Wetaskiwin
John Floyd Weitzel, Edmonton
David Thomas White, Nova Scotia
Mary-Jo Williams, Edmonton
Edgar Robert Wolf, Wetaskiwin
John Massingham Wright, Castor
Barbara Ann Zier, St. Albert

1978

SPRING

Eugene Elmer Balay, Edmonton
Douglas Martin Beingssner, Red
Deer
Leith Richard Michael Campbell,
St. Albert
Robert Kelly David, Edson
Eldon Wayne Emerson, Edmonton
Eugene Lawrence Ewanyshyn,
Edmonton
John Franklin, Edmonton
George Paul Kuschminder, Leduc
Anna Marie-Claire Laberge,
Edmonton
Joseph Stephen MacLellan,
Westlock
Roger Joseph Mahe, St. Albert

SPRING (continued)

Douglas John McCulloch,
Edmonton
Duncan Garry McKinnon, Rimbey
Beverley Ruth Morrison, Edmonton
Elaine Carol Osoba, Edmonton
Winai Saohin, Thailand
Gail Ilsa Federspiel Saulnier,
Edmonton
Andrew John Schaufert, Red Deer
Douglas William Sime, Sherwood
Park
Alvin Kenneth Jacob Solinski,
Edmonton
Terrence Rountree Wilson,
Edmonton

FALL

William Amos Allen, New
Brunswick
Vaughn Harold Alward, Sherwood
Park
Donald Bruce Baker, Newfoundland
Garry Randall Balcom, Nova Scotia
Lawrence Arthur Beaudry, Lac La
Biche
Ursula Buffi, Edmonton
Leonard Michael Cholak, Andrew
Bruce Vernon Decoux, Blairmore
John Hiroshi Doi, Edmonton
Morris Henry Faber, Sherwood
Park
Brian Lawrence Fish, Edmonton
Kenneth Charles Gilbert, Australia
Robert Bentley Hogg, Spruce
Grove
John Stanley Hrasko, Spruce Grove
David Ernest Hubert, Edmonton
Bettajane Legg-St. Pierre,
Edmonton
Evangeline Joyce Sarah
MacDonald, Edmonton
Ronald Gordon Mann, Barrhead
Samruay Meesiri, Thailand
Peter Morhaliek, Edmonton

FALL (continued)

Doris Muhs, Edmonton
Sister Barbara Mary Cecilia
Murray, Australia
Richard Wayne Neilson, Fort
McMurray
Ronald Allan Page, Australia
Balwant Singh Pawa, Rycroft
Isidro Caballero Ravelo, Jr.,
College Heights
Cheryl Mary Ann Roemer,
Edmonton
Dmetro Rosiewich, Sherwood Park
Oleh Shykora, Holden
Brian James Silzer, Edmonton
Margaret Anne Smith, St. Albert
Elder Stelter, Edmonton
Diane Jeanette Tyrkalo, Edmonton
Peter Wilkinson, Edmonton
Camille Sylvia Wolfe, Sherwood
Herbert Michael Wytinck,
Edmonton
Eileen Marina Young, Sherwood
Park
Glenn Allen Zacharuk, Lac La
Biche
Lawrence Allan Zemlak,
Saskatchewan

1979

SPRING

Lloyd Louis Baumgarten, Red Deer
Alan Howard Cooper, Red Deer
David Roy Daly, Drayton Valley
William James Davies, Edmonton
Doris Ukanwa Egonu, Nigeria
John William Ferbey, Yukon
Robert Guy Garneau, Tofield
Robert Wayne Kinahan, Edmonton
Irvin Peter Krezanoski, Edmonton
Michael Emil Clemens Lupart,
Edmonton
Alfred Mwongera Mutema, Kenya
John Eyre Oldham, Spruce Grove

SPRING (continued)

John Plett, Edmonton
Garry Steven Popowich, Red Deer
Gerald Leo Rossiter, Edmonton
Marlene Joan Russell, Edmonton
James Bernard Sawchuk, Sherwood
Park
Harold James Walsh, Sherwood
Park
David Lawrence Yakimowich, Seba
Beach
John William Zyp, Edmonton

FALL

Kenneth Wayne Auch, Edmonton
William Peter Baergen, Stettler
Richard Frederick Bjarnason,
Edmonton
Martha Uzoamaka Ekwenchi,
Edmonton
Allen Clifford Eng, Seba Beach
Philip Rodney Evans, Grande
Cache
Verdie Mae Farquharson, Edmonton
Catherine Anne Garvey, Edmonton
Terry Gerald Gunderson, Sherwood
Park
Peter Douglas Hart, New
Brunswick
Glen Ernest Haug, Edmonton
Randolph Paul Hillier, Barrhead
Anne Lily Jefferson, Edmonton
William Gordon Maynes,
Edmonton
Winnifred Claire Mills, Edmonton
Phillip William Milnthorp,
Wetaskwin
Jean Elizabeth Mucha, Edmonton
George Steven Opryshko, Edson
Susan Darlene Phillips, Edmonton
Thomas Neville Pollard, Edmonton
Saverio Posteraro, Edmonton
Larry James Poulter, Ontario
Terry Wayne Randall, Sherwood
Park

FALL (continued)

Sharon Lesley Richardson,
Edmonton
Marie Elaine Robillard, Edmonton
Maxwell John Sawatzki, Australia
Ronald Dennis Smith, Grande
Cache
James Edward Stuart, Sherwood
Park
Catherine Valkanas, Edmonton
Errol Arthur Whelan, Nova Scotia

1980

SPRING

Arthur John Aitken, Westlock
Thomas George Cameron,
Edmonton
Robert Arthur Cathers, Sherwood
Park
Laum Chulratana, Thailand
Mohamad Ali Dehghani, Iran
Joseph Michael Thomas Demko,
St. Albert
Alexander Dmetrichuk, Red Deer
Joan Louise Edwards, Edmonton
Stella Anna Johnson, Edmonton
Doris Verle Lambert, Fort
Saskatchewan
Daniel James Malone, Sherwood
Park
Anne Rankin Meehan, Edmonton
Grace Catherine Melnyk, Edmonton
Sanan Prachongchit, Thailand
Doreen Ann Reid, Ponoka
Frances Beryl Marion Savage,
Edmonton
Jennifer Beatrice Sherwood,
Edmonton
Robert Vincent Steele, St. Albert
Natividad Tanyag, Goodfish Lake

FALL

Donna Jane Allan, Red Deer
Andree Mary Almeida, Edmonton

FALL (continued)

Myrna Anne Andruko, Edmonton
Nitaya Atetanan, Thailand
Timothy Otto Bilou, Edmonton
Gregory John Dallimore, British
Columbia
Louise Matilda Germaine Davis,
Sherwood Park
Gerhard Ginther Enns, Manitoba
Marie-Claire Foisy, Edmonton
Peter McArthur Russel Hall,
Edmonton
Donna Marie Jamieson, Sherwood
Park
Gregory Van Jeglum, Spruce Grove
Ruth Carolyn Lambert, Edmonton
Lillie Diane Martin, St. Albert
Muriel Edna McHutchion,
Edmonton
Philip Aderogba Ogunleye, Nigeria
Direk Pornsima, Edmonton
Douglas Neil Robblee, Edmonton
Joan Louise Rozylo, Sherwood
Park
Creel Guy Sanders, Grande Prairie
Douglas Rae Melbourne Scott,
Edmonton
Klaus Peter Stoll, Grande Cache

1981

SPRING

Donna Marie Armann, Edmonton
Marilyn Wanda Ceretzke, Sherwood
Park
Terence Cooke, Edmonton
Myrna Lorraine Greene, Lethbridge
Roy George Jaffray, Edmonton
John William Francis Letain,
Edmonton
Alexander Ross Marian, Edmonton
Somchai Nopechareonkul, Thailand
Kenneth Dale Podlubny, Morinville
Craig Lindsay Roxburgh, Sangudo

SPRING (continued)

Sandra Christine Tenove,
Edmonton
Harvey Le Roy Tilden, Edmonton

FALL

Murray Vaughan Bladwell,
Edmonton
Edward James Corby, Edmonton
Kenneth James Dick, British
Columbia
Garry James Giesbrecht, Edmonton
Robert William Henning,
Edmonton
Thomas Richard Howard, Sherwood
Park
Alvin Johnston, Edmonton
Ross James Johnston, St. Albert
Edmund George Kelly, Prince
Edward Island
James Robert Kirk, Abee
James Mansfield London,
Edmonton
Grant Roald Lonseth, Edmonton
Lewis Michael MacKay, Edmonton
John Joseph McCloskey, Grande
Prairie
Alan Pearson McMahon, Lamont
John Howard Ovens, Edmonton
Caroline Louise Park, Edmonton
Robert Nicholas Louis Rozenhart,
Edmonton
Daniel James Russell, Northwest
Territories
Roseanne Swan, Edmonton
Donna-Lynne Mary Swinarski,
Edmonton
Martin Harold Thiessen, Edmonton
Sarah Joan Trettler, Edmonton
Andrius Pranas Valadka, Edmonton
Janina Marie Vanderpost,
Edmonton
Robert Edward Wickens, Edmonton
Donald Joseph Woloshyn,
Sherwood Park

1982

SPRING

Mary Frances Abt, Ponoka
Linus Anuora Aniobi, Nigeria
Terry John Banfield, Sherwood Park
Marie Therese Bonneau, Edmonton
Garfield Roderick Buchanan,
Edmonton
Brian David Carbol, Edmonton
Cyrene Audrey Conrad, Edmonton
Alice-Lynn Delany, Edmonton
Harold Ronald Hayter, Lac La Biche
Chiemela Nwa Ikonne, Nigeria
Simeon Anuford Mbilitem,
Edmonton
Marie Lillian Middleton, Edmonton
Elias Chukwukaodizaka Nnaedozie,
Nigeria
Felix Nwaogbobe Okagu, Nigeria
Benedict Obalu Onubogu, Nigeria
Doreen Clare Sturla Scott, Ponoka
Otto Emil Stickel, Edmonton
Norma Justine Young, Edmonton

FALL

Herbert John Adamson, Darwell
Rene Paul Anctil, High Prairie
Neil Errol Barga, Edmonton
Elizabeth Marjorie Butler,
Edmonton
Roger Kenneth Castle, Sherwood
Park
Jerome Frank Ell, Edmonton
Darlene Jean Elliot, Edmonton
Donald Rudolph Holt, Edmonton
Marina Elizabeth Hincu, Ontario
Florence Ann Iftody, Edmonton
Mona Lorraine Kolbus, Sherwood
Park
Joseph Lucien Laplante, St. Albert
Joanne Caroly McNeal, Stony
Plain
Marilyn Ann Millar, Edmonton

FALL (continued)

Thomas Alexander Milne,
Edmonton
Anson Boswell Christopher
Osborne, Manning
Adeline Marian Pasichnyk,
Saskatchewan
Allan Ralph Pollock, Tofield
Michael Peter Robinson, Sherwood
Park
Virginia Louise Sauve, Edmonton
Il Je Sung, Edmonton
George Henry Joseph Swanson,
Edmonton
Gerald John Willms, Ontario

1983

SPRING

Margaret-Anne Cameron, Sherwood
Park
Chan-Young Chung, Edmonton
Eunice Lorraine Easton, Grande
Prairie
Noel Paul Gour, Edmonton
Lawrence Jay Handel, British
Columbia
Frederick Raymond Heath,
Sherwood Park
William Janzen, Camrose
Una Maria Kolber, Edmonton
Juliana Rose Lazaruk, Edmonton
Kim Cheng Lim, Edmonton
Justin Stephen Minja, Tanzania
Donna Lee Gwen Mitchell,
Edmonton
Heather Lynn Montgomerie,
Edmonton
Margaret Ann Quinney, Edmonton
Frederick Glenn Sharples,
Edmonton
Stephen Neil Simpson, Edmonton
Frederick Takashi Sonoda,
Edmonton

SPRING (continued)

Sardool Singh Takhar, Yukon
Steven Neil Van Diest, Leduc

FALL

Stanley Roy Balanik, Westlock
Lana Barbara Black, Edmonton
Charles Bertram Brander, Prince
Edward Island
Donald Edmund Chapman,
Edmonton
Garry Michael Chmara, Thorhild
Hendrikje Dobyanski, Westlock
David Roland Douquette,
Morinville
Richard Albert Gilchrist, Grande
Prairie
Marlene Ann Glatz, Edmonton
Louise Laurain Heggerud,
Sherwood Park
Leon Charles Ingraham, Crooked
Creek
Alphaeus Nwodagu Isiani, Nigeria
Johnny Ubaka Izuora, Nigeria
Glen David Kauffman, Edson
Pearl Josephine Larsback, Eureka
River
Kyung Soon Lee, Korea
Marvin Ronald Lee, Camrose
Carl James McColl, Edmonton
Augustine Ekeneme Mgbemena,
Nigeria
John Alexander Mirlin, Edmonton
Carol Anne Montello, Grande
Prairie
Cheryl Anne Nattrass, Sherwood
Park
Clive Orville Newton, Edmonton
Larry Walter Nowak, St. Albert
Christian Chukwuemeka Nwobi-
Okoye, Nigeria
Dolores Bernice O'Sullivan,
Edmonton
Simon Nwausulo Ojiogu, Nigeria
Deborah Susan Poeter, Edmonton

FALL (continued)

Donna Gayle Proctor, Edmonton
 Denis William Ralph, Australia
 Janice Lee Sadownyk, Edmonton
 Hugh Allan Sanders, Grande Prairie
 Richard George Siler, Edmonton
 James Edward Story, Sherwood
 Park
 Amelia Joyce Turnbull, Edmonton
 John James Tymo, St. Albert
 Shirley Marlene Wacowich,
 Edmonton
 Harry Otto Eckhard Wagner,
 Edmonton
 Geoffrey Martin Williams,
 Edmonton

1984

SPRING

Donna Louise Baxter, Fort
 McMurray
 Eunice Tabby Atang Botlhole,
 Botswana
 Greig William Christian,
 Edmonton
 Irene Georgette D'Aoust, Edmonton
 Cindy Marie Gordon, Edmonton
 Fridgeir Borkur Hansen, Iceland
 Alexander Martin Hartt, Edmonton
 Gerald Albert Hornby, Edmonton
 Hermina Tala Jumbam, Cameroon
 Thomas McIntyre, Edmonton
 Gabriel Navarro, Mexico
 Kenneth Lawrence Sanderson, Fort
 McMurray
 Helene Smyk, Edmonton
 Eddie Orest Stolarчук, Fort
 McMurray

FALL

Deborah Anne Austdal, Edmonton
 Jerry Ross Bayly, Edmonton
 Donald William Bell, Cardiff
 Sherry Renae Bennett, St. Albert

FALL (continued)

Patricia Joyce Blackburn, Fort
 McMurray
 Hendrik Cornelis Boer, Lethbridge
 Verna Veronica Brophy, Edmonton
 Victor Budz, Brooks
 Horst Fredrich Rudolf Buffi,
 Edmonton
 Peter Eric Burroughs, Australia
 Deborah Bloomfield Dancik,
 Edmonton
 Zenaida Portacio Espejo, Fort
 McMurray
 Neil Robert Fenske, Edmonton
 Margaret Ann Fisk, Edmonton
 Douglas Wayne Fleming, Westlock
 Lucy Irene Gataint, Red Deer
 Robinson Caister Goring, Red Deer
 Pearl Elaine Cecilia Gregor, Red
 Deer
 Warren Robert Hingley, Manitoba
 Gene Honish, Edmonton
 Laurie Skuba Jackson, Edmonton
 James Joseph Kelly, Leduc
 Danny Stan Kinal, Edmonton
 Harold Howard Kluczny, Millet
 LeRoy Stephen Larson, Sangudo
 John Thomas Lewis, Edmonton
 Emile Joseph Leon Mandin, St.
 Albert
 Robert McGregor, Edmonton
 Dianna Aileen Millard, Sherwood
 Park
 Barry Gordon Poffenroth, Hythe
 Sheila Margaret Robinson,
 Edmonton
 Kenneth Wayne Shields, Edmonton
 Mary Pat Skene, Sherwood Park
 Peter Waldemar Unger, Sherwood
 Park
 Lyle Bruce Watling, Edmonton
 Beth Young-Checkland, Edmonton

1985

SPRING

Fred Alexandruk, Edmonton
Gregory Thomas Atkinson, Red
Deer
Bonnie Mary Austen, Edmonton
Veronika Elizabeth Bohac,
Lethbridge
Melvin Joseph Bosch, St. Albert
Alexander Boyda, Bruderheim
Marjory Emely Anne Davison,
Edmonton
Patrick Joseph Ehman, Edmonton
Daniel Joseph Garvey, Barrhead
Marion Giles, Edmonton
Elnora Arlene Hibbert, St. Albert
Larry Michael Juse, Boyle
Phyllis Eleanor Kalynchuk,
Sherwood Park
Nelson John Nassau Kennedy,
Edmonton
Mary Martin Barclay Masson,
Edmonton
Wendy Michele McLachlin,
Edmonton
Dorothy Meilicke, Edmonton
Sydney Robert Pauls,
Saskatchewan
Judy Dianne Wry, Edmonton

FALL

Joyce Baird, Edmonton
Donna Maureen Barge, Edmonton
Enid Lenore Botchett, Edmonton
Anthony Burley, Red Deer
Elinor Elaine Burwash, Edmonton
Kenneth Cusworth, Red Deer
Rene Lee Fowlow, Edmonton
Amoganathan Garunathan,
Singapore
Robert Colin Gibson, Edmonton
Thomas Walter Glendinning,
Grande Prairie
William Good, Grande Prairie

FALL (continued)

William Hunter, Grande Prairie
Norman Ross Jacques, Edmonton
Donald Dean Kirby, Lac La Biche
Carol Sandra Love Rolheiser,
Edmonton
Bruce Alan Scott Lyons, Australia
James Joseph McClellan,
Edmonton
Donna Lea McRae, Lac La Biche
Gary Dale Okrainec, Edmonton
William James Rigby, Grande
Prairie
Sandra Audrie Sands, Edmonton
Robert Charles Schmidt, Edmonton
Roland Harley Seville, Edmonton
Richard Percival Snook, Trochu
Joan Susan Strynadka, Edmonton
Lyall Mitchell Thomson, Fort
McMurray
Yvonne Arlene Walmsley,
Edmonton
Christine Mary Whitford,
Edmonton
Sharon Rose Wood, Edmonton

1986

SPRING

Ronald John Barnhart, Lacombe
Betty Lou Boulton, Edmonton
Frank Owen Corrigan, Sherwood
Park
Susan Olive Glasier, Olds
Marilynne Arlayne Hebert, Red
Deer
Sharon Isabel Jamieson, Edmonton
Mikaella Lattieff, British Columbia
Regina Ann Leonard, Edmonton
David Arthur Mappin, Edmonton
Gerald Louis McHugh, Edmonton
Wesley Keith McLaughlin,
Edmonton
Catherine Mary Nabozniak,
Edmonton

SPRING (continued)

Patricia Lynne Norman, Grande
Prairie
Esther Anne Oaks, Edmonton
Greta Gesina Olinyk, Edmonton
Warren William Phillips, Olds
Philip Joseph Racine, Edmonton
Karen Elizabeth Robinson,
Edmonton

FALL

Judith Olive Axelson, Edmonton
Gloria Gladys Bauer, St. Albert
Ronald Berger, Edmonton
Sheryl Louise Boblin, Edmonton
Kenneth John Boschman, Fort
McMurray
Beverley Lynn Bosetti, St. Albert
Cecile June Bushko, Edmonton
Mary Elizabeth Chmara, Yukon
Stephen Cymbol, Edmonton
Edward Calvin Fraser, Edson
Barbara Ann Gibson, Edmonton
Peter Nash Gilchrist, High Prairie
Leola Bonnie Hildebrandt,
Edmonton
Kathryn Marilyn Jones, Edmonton
Rodney John Lee, Wetaskiwin
Helena Mary Moore, Fort
McMurray
Sylvia Pauline Mryglod,
Saskatchewan
Barbara Ann Baer Pillay, Edmonton
Janet Anne Slack, Edmonton
Shirley Anne Stacey, Stettler
Kern Von Hagen, Red Deer
Larry Richard Wadsworth,
Edmonton
Terrence Joseph Wendel, Hanna

1987

SPRING

Stanley Bara, Quebec
Kathryn Joan Barnhart, Lacombe

SPRING (continued)

Forrest Bird, Rocky Mountain
House
Marion Jean Boyd, Edmonton
Donna Sharon Ethier, Red Deer
Kenneth Lorne Victor Gaudin,
Edmonton
Russell James Gold, Rocky
Mountain House
Barbara Phyllis Houston,
Edmonton
Alan Douglas Ian McInnes, British
Columbia
Brian Alexander O'Kurley, Edson
Karen Marjorie Polowick,
Edmonton
Darlene Sandra Winship, Edmonton
Mary Helene Woodward, St. Albert
Ernest Joel Wright, Wetaskiwin
Kenneth Ross Young, Red Deer

FALL

Vincent Edward Ackerman, Red
Deer
Gary Eugene Babiuk, Saskatchewan
George Franklin Beckstead, Ontario
Louise Bentley, Edmonton
Norman Joseph Blais, St. Paul
Ian George Campbell, British
Columbia
Ernest Cyril Clintberg, Stony Plain
Jean Gertrude Farrar, Edmonton
Richard Glen Foret, Fort McMurray
Neville Tom Highett, Australia
Marilyn Joan Hoffman, Ponoka
Carol Helen Humphries, Edmonton
Roger Emile Laurin, Vermilion
Marie Nowell Lyle, Edmonton
Ronald Wayne Patrick, Grande
Prairie
Patricia Ann Picketts, Sherwood
Park
Lorne Gerald Radbourne, Grande
Prairie

FALL (continued)

Elizabeth Emily Rollheiser, Red Deer
 Donald Percy Rosichuk, Grande Prairie
 Jack William Seerey, Edmonton
 Sandra Anne Shepitka, Grande Prairie
 Gordon Arthur Snell, Red Deer
 William George Snetsinger, British Columbia
 Renee Spence, Fort McMurray
 Dorothy Maud Swan, Edmonton
 Anthony John Taylor, Edmonton
 John Craig Taylor, Red Deer
 Daniel Andries Vandermeulen, High Prairie
 Dorothy Marina Vettergreen, St. Albert
 Peter Edward Zacharko, Wetaskiwin

1988

SPRING

Thoms Douglas Aitkenhead, Sherwood Park
 George Stewart Campbell, Red Deer
 Anthony Emmanuel Cauchi, Red Deer
 Betty Ann Grudnizki, Edmonton
 Ernest Georges Le Febvre, Edmonton
 Murray Kenneth Lindman, Edmonton
 Benny Jimmy Nicholas, Mandrusiak, Fort Saskatchewan
 Hennie Irene Marini, Red Deer
 Brian Dale Mittelsteadt, Sherwood Park
 Michael Francis Podlosky, Edmonton
 Joanne Profetto-McGrath, St. Albert

SPRING (continued)

Donna Kathleen Frances Prokopczak, Edmonton
 Harold Milton Pullyblank, Vermilion
 Gonam Raju, Barrhead
 Neil Robert Renneberg, Hines Creek
 Sheila May Scrutton, Peace River
 William Sokolik, Edmonton
 Elizabeth Stewart, Edmonton
 Louise Marie Walden, Edmonton
 Norman William Yanitski, Edmonton

FALL

Maurice Robert Cecil Bessette, Edmonton
 Alexander Peter Campbell, Edmonton
 Lily Alberta Carter, Innisfree
 Tony De Benedetto, Edmonton
 Simone Marie Anne Demers-Secker, Edmonton
 Stanley Darwin Eckstrom, Sexsmith
 Linda Ann Relf-Elliott, Westlock
 Malcolm John Fischer, Stettler
 Janet Marie Bernadette Forde, Edmonton
 Linda Violet Forgie, Falher
 Ardyth Ann Garrison, St. Albert
 Konsctancija Anna Marie Grabstas, Fort Saskatchewan
 Jane Ann Grenier-Frank, Red Deer
 Glen David Heggie, Edmonton
 Roseanne Mary Heidemann, Vimy
 Jillian Frances Highett, Australia
 Allan Dean Jamha, Fort Saskatchewan
 Carole Rose Jones, Edmonton
 Kim Gerald Kissel, Edmonton
 Phyllis Louise Kober, Red Deer
 Sylvia Joanne Laarhuis, Edmonton

FALL (continued)

Denis Gerald Landreville,
Edmonton
Gerald Joseph Letal, Bonnyville
Howard Clifford Lund, Thorsby
Alan Christopher MacDonald,
McLennan
Janice Cecile MacIntyre, Westlock
Michael Gerard MacKasey, Nova
Scotia
David Robert McLaughlin, Peace
River
Gerard Patrick McNally, Edmonton
Michael George Mochulski,
Edmonton
Joan Patrick, Edmonton
Parnel Patsy Anne Pierce,
Edmonton
Taherali Mulla Fazlehusein
Rampuri, Fairview
Barbara May Rocchio, Edmonton
Deborah Anne Rowley, Edmonton
Phyllis Schafer, Edmonton
David Rouse Van Tamelen, Peace
River
Alan Stephen Vladicka, Edmonton
Raymond Alexander Welsh,
Vegreville
Irma Charlotte Werner, Edmonton
Donnazella Irene Wilson,
Edmonton
David Andrew Woloshyn, St.
Albert

1989

SPRING

Tara Jane Amelia Boyd, Edmonton
Larry Breikreutz, British Columbia
Kenneth Burdette Caron, Medicine
Hat
Glen Robert Ellingson, Edmonton
Bruce Ritchie Hancock, Red Deer
Robert Allan Huff, Lacombe
Grant Reginald Kayler, Edmonton

SPRING (continued)

Louis Paul Kloster, Edmonton
Henri Pierre Joseph Lemire,
Bonnyville
Alice Mah Wren, Edmonton
Deanna Gail McFayden, Edmonton
Catherine Joan Nicol, Devon
Martin Rempel, Fort McMurray
Richard Douglas Ringrose,
Edmonton
Jim Maurice Rubuliak, Vegreville
Lydia Elizabeth Sveinbjornson,
Edmonton
Peggy Lorna Wilson, Edmonton

FALL

Marlene Bahry, Fort McMurray
Sandra Lynne Baskett, Edmonton
Mary Ann Boychuk, Smoky Lake
Donna Mae Boyd, Edmonton
David Gordon Buzzacott, Sherwood
Park
Marie Ann Foster, Edmonton
Florence Anne Glanfield, Edmonton
Stephen Thomas Golub, Red Deer
Jean Leslie Greschuk, Sherwood
Park
Gordon Alfred Harris, Edmonton
Patrick Joseph Michael Hickey,
Fort McMurray
Faye Elizabeth Hood, Edmonton
Ronald James Kirkman, Australia
Nicole Marie Lamarre, Wetaskwin
Cary Del Litke, Barrhead
Lester Corley McElwain,
Edmonton
Robert Norman Miller, Barrhead
Terry Alice Mucha, Edmonton
Sherry Ann Nasedkin, Grande
Prairie
Elgin Grant Pawlak, Kitscoty
Morley Michael Pinkoski, Spruce
Grove
Joseph Bernard Poulin, St. Albert

FALL (continued)

Bryan William Pritchard, Calgary
 Donna May Richardson, Edmonton
 Thomas Grant Smith, Edmonton
 William Joseph Smith, Fort
 McMurray
 Jane Elizabeth Warren, Edmonton
 James Edward Frank White, High
 Level
 Betty Wintonyk, Edmonton

1990

SPRING

Dale Patrick Bischoff, Sherwood
 Park
 Noreen Mary Blonke, Camrose
 Mary Ruth Broad, Edmonton
 Edward Joseph Caraher, Westlock
 Lionel David Cherniwchan,
 Athabasca
 David Gregory Doucet, Donnelly
 Brian Rodney Duquette, Edmonton
 Craig Robert Emter, Fort
 Saskatchewan
 Imre Jim Fegyverneki, Hungary
 John Fraietta, Edmonton
 Judith Anne Halaiko, Ontario
 Douglas Gordon Hart, Ponoka
 Peter Hobbs, Vermilion
 Kelly Langston-Higgs, Edmonton
 Api Cazaly Maha, New Guinea
 Nelson Louis McBride, Sherwood
 Park
 Kerry MacElroy, Barrhead
 Shelly L. Peterson, Wetaskiwin
 John Michael Ryan, Quebec
 Ursula Renate Schafer, Red Deer
 Rita Jean Smith, Red Deer
 Jacqueline Anne Vaughan, Vilna

FALL

Hazel Marian Anderson, Spruce
 Grove
 Jenny Angus, Sylvan Lake

FALL (continued)

Darlene Anne Calanchie, Fort
 Vermilion
 Daniel Ronald Cole, Crooked Creek
 Charlotte Nancy Love Crawford,
 Edmonton
 Clarence John Drader, New Sarepta
 Darrel Richard Erickson,
 Saskatchewan
 Paul Leo Gagne, Edmonton
 Catherine Anne Goodman, Red
 Deer
 Roberta Christine Hay, Beaumont
 Bruce Joseph Kallal, Sherwood
 Park
 Walter Konowalec, Edmonton
 Eugene Alexander Krupa, St. Albert
 Bryn Kulmatycki, Wetaskiwin
 Anna Marta Lovasik, St. Albert
 Joseph Francis MacEachern, Yukon
 Meryl Mackie, Edmonton
 David Frederick Maguire, Athabasca
 Ronald Stanley McMullen,
 Edmonton
 Phyllis Mary Mort, Athabasca
 Jon Ord, Edmonton
 Donna Fay Pechanec, High Prairie
 Pierce Joseph Peters, Edmonton
 Kevan Paul Rhead, Bonnyville
 Sandra Ellen Roberts, Barrhead
 Roger Rymhs, Spirit River
 Marianne Helen Saunders, Smith
 William David Shopland,
 Athabasca
 Richard Allan Slevinsky,
 Edmonton
 Louise Dorothy Staesina,
 Edmonton
 Colin Drew Sturdy, Sherwood Park
 William Tagis, Papua New Guinea

1991

SPRING

Randolf Jon Clarke, Red Deer
Charlotte Leigh Corothers,
Edmonton
Marilyn Olive Duigou, St. Albert
Allan Patrick Gannon, St. Albert
Christopher Paul Gonnet,
Wainwright
Catherine Joan Gukert, Ft.
McMurray
John Alan Howard, Camrose
Margaret Anne Leighton,
Edmonton
Julliette Elizabeth Lupul,
Edmonton
Nora Doreen MacGregor, Edmonton
Margaret Sharon McIntyre, New
Brunswick
Hamid Solomon Mohammed,
Edmonton
Charles Herbert Robinson,
Camrose
Mikola Sawchenko, Two Hills
Joseph Theodora Sherwin,
Sherwood Park
Donald Serge Tessier, Edmonton

FALL

Robert Ainsworth, Camrose
Sharon Alberda, Edmonton
David Anderson, Vilna
Bruce Beliveau, Sherwood Park
Brian Bittorf, Athabasca
Karen Bosch, St. Albert
Annabella Branco, Vancouver
Philip Cameron, Vermilion
Mary Lynne Campbell, Edmonton
Patrick John Collins, St. Albert
Richard Dowson, Ashmont
Larry Ethier, Wetaskiwin
Bruce Faunt, Grande Prairie
Allan Louis Herchek, Lamont

FALL (continued)

Marion Estella Holder, New
Brunswick
Ronald Michael Horon, Vegreville
Constance Jensen, Bluffton
Lyle Steven Krause, Ponoka
Greg Ward Marcy, Grande Prairie
Linda Debbie McLellan, Niton
Junction
Carol-Lynne Frances Oldale,
Ontario
Peter Michael Onyschuk,
Edmonton
Alexandria Sawchuk, Edmonton
George Steven Sebest, Vegreville
Jack Sparrow, Sedgewick
Theresa Ann Stefaniuk, St. Albert
Elizabeth Louise Tams, Edmonton
John Toews, Edmonton
Joan Irene Wagner, Edmonton
James Thomas Walton, Lac La
Biche
John Waterhouse, Grande Prairie

1992

SPRING

Vicki Jeanne Anderson, Edmonton
Wallace Leroy Anderson, St. Albert
Frederick Burghardt, Edmonton
Lilla Patricia Campbell, Edmonton
Shirley Jean Devlin, Edmonton
Sandra Elaine Fildes, St. Albert
Anne-Louise Hachey, Fort
McMurray
Nell Jean Irwin, Australia
Louise Joly, St. Paul
Andree Lortie, Edmonton
Joseph Mankoe, Ghana
Cameron Alexander McDonald,
Edmonton
Elizabeth Jane Mealey, Edmonton
Edwin Albert Moline, Beaumont
Timothy Brent Monds, Whitecourt
Alexander William Oliver, Camrose

SPRING (continued)

Shelly Ann Pepler, La Crete
Linda Marie Thorsen, Calgary
Lianying Zhang, Edmonton

FALL

Lorne Allan Berg, Camrose
David Francis Bouyea, Barrhead
Josh Harvey Carlson, Sherwood
Park
Donald F. Chrysanthou, Wandering
River
Maureen Joan Dean, Edmonton
Rosemary Young Foster, St. Albert
Naomi Furmston Brennan,
Edmonton
William Fulton Gowans,
Edmonton
Colin Grant Hutton, Sherwood
Park
Lorene Gail Kashuba, Edmonton
David Joseph Kolbuc, Whitecourt
David Elmer Kun, Edmonton
Ruth Dianne LeBlanc, St. Albert
Cheryl Christine MacKay,
Edmonton
David John MacLean, Red Deer
Donalda E. McIntosh, Edmonton
Maureen Janet Moors, Sexsmith
Randy Connolly Oviatt, Sherwood
Park
Janet E. Ruhl, Slave Lake
Joyce Eileen Savoie, Vegreville
Shirley Evelina Simpson,
Wandering River
Joan Leslie Souster, Sherwood Park
Theresa Marie Spreiter, Cold Lake
Joan Isabelle Swainson, Sherwood
Park
Gary Vernon Vornbrock, Camrose
Marion Lois Watson, Sherwood
Park

Appendix B

Doctoral Graduates in Educational Administration (by year of graduation)

Doctoral Graduates in Educational Administration

1958

SPRING
Cecil Patrick Collins,
Saskatchewan

FALL
(no PhD grads)

1959

SPRING
Peter Frank Bagen, Coaldale
Harold Joshua Uhlman, Nova
Scotia

FALL
(no PhD grads)

1960

SPRING
(no PhD grads)

FALL
(no PhD grads)

1961

SPRING
Erich Alvin Von Fange, Edmonton

FALL
Alan Fergus Brown, Calgary
Jean-Yves Drolet, Quebec
Frederick Enns, Foremost
Bernard Trueman Keeler, Nova
Scotia
Laurence Maxwell Ready,
Saskatchewan (EdD)

1962

SPRING
(no PhD grads)

FALL
Philip John Warren, Newfoundland

1963

SPRING
Erwin Miklos, Vulcan

FALL
Thomas Barr Greenfield, British
Columbia
Steve Nick Odynak, Lac La Biche

1964

SPRING
Ernest Daniel Hodgson, Edmonton

FALL
Sherburne Graham McCurdy,
Newfoundland
David Allister MacKay, Nova
Scotia

1965

SPRING
Ian Edward Housego, Saskatchewan
Leonard Patrick Sampson, British
Columbia
Michael Skuba, Smoky Lake

FALL
Ray Francis Ethelred Harvey,
Saskatchewan
Ernest John Ingram, Edmonton
Dante Lupini, Quebec

FALL (continued)

Clarence Stirling McDowell,
Saskatchewan
Eugene William Ratsoy, Edmonton

1966

SPRING

Hubert William Kitchen,
Newfoundland

FALL

John Hamilton House, British
Columbia
Nicholas Hrynyk, Edmonton
Guy Bertrand Marion, Quebec
William Glyndwr Roberts,
Edmonton
Norman Robinson, British
Columbia
Alice Margaret St. James, Quebec
Wilbert Nelson Toombs,
Saskatchewan

1967

SPRING

John Jacob Bergen, Manitoba
Leslie Robb Gue, Edmonton
Ian Wilson Paterson, Australia
John Wiens, British Columbia

FALL

Hugh Ernest Farquhar, British
Columbia
Donald Archie Girard, Calgary
Henry Kolesar, Edmonton
Earl Arthur Mansfield, Edmonton
Neville Osborne Mathews,
Medicine Hat
Robert Richard O'Reilly, Quebec
Murray Patrick Scharf,
Saskatchewan

1968

SPRING

Wesley Percy Eddy, Peace River
Terence Russell McKague,
Saskatchewan
Alfred Neil Stewart, Australia

FALL

Henry Norman Anderson, Eckville
James Thomas Angus, Ontario
Peter John Atherton, Edmonton
Joseph Rosaire Phillippe Dupuis,
Quebec
John Alfred Earle, Nova Scotia
Milton Reinhold Fenske, Oyen
Horace David Hemphill, British
Columbia
Edward Allan Holdaway, Australia
Philip James Husby, Grande Prairie
Gulbrand Loken, Camrose
Vincent David McNamara,
Australia
Stewart William Martin, British
Columbia
George Edward Richert,
Saskatchewan
William Stewart Simpkins,
Australia

1969

SPRING

Keith Ernest Tronc, Australia

FALL

Naomi Louisa Hersom, Manitoba
Denis Masse, Quebec
Kenneth Mowat Milne, Australia
Robert Piercy Plaxton, Calgary
John Anthony Riffel, Saskatchewan

1970

SPRING

John Whitmore Peach, Manitoba

FALL

George Henry Bevan, British
Columbia

Robert Curry Bryce, Fort
Saskatchewan

Roger Armand Cormier, Quebec
Dennis John Dibski, Saskatchewan
William Richard Duke, Lethbridge
Kenneth Walter Anthony Wallace,
Saskatchewan

Kevin Arthur Wilson, Australia

1971

SPRING

(no grads)

FALL

John Alton Bacon, Ontario
David Garth Bryans, British
Columbia

Thomas Charles Day,
Saskatchewan

Alexander John Young Guy,
Saskatchewan

Bruce K. Johnson, Calgary
Alan Ross MacLeod, Claresholm
William Richard Mulford,
Saskatchewan

George Charles Naylor, Nova
Scotia

John Franklin Newberry, British
Columbia

Donald Marcus Richards, Athabasca
Brian Sharples, Calgary

1972

SPRING

(no grads)

FALL

Desmond Edward Berghofer,
Australia

Thomas Anthony Blowers, Ontario

John Hugh Gillis, Nova Scotia

Ralph Marcian Henry, Trinidad

Robert Peter Heron, Edmonton

Charles Hyman, Quebec

Laurens Korteweg, Ontario

George Raymond Maddocks,
Australia

Charles Clarence Uhlman, Nova
Scotia

1973

SPRING

(no grads)

FALL

William Arthur Adams, Edmonton

Kenneth Wilbert Bride, Edmonton

Edwin Robert Daniels, England

Earl Leroy Hurlbert, Saskatchewan

Gerald Oliver Kelly, Quebec

John Graham Thornton Kelsey,
England

Sen Keoyote, Thailand

Robert Emmet Lavery, Quebec

Michael Roderick MacMillan, Nova
Scotia

Barry David Moore, Grande Prairie

Sydney H. Scott, Jamaica

Sherman James Stryde,
Newfoundland

1974

SPRING

Robin James Chapman, Australia

Donal Fionntain Deiseach, Ireland

FALL

Ian Enslin Fraser, Australia

Alan McIntyre Hellyer, Australia

FALL (continued)

Andrew Munn Hendry, U.S.A
Bryant Louis Stringham, Taber

1975

SPRING

Mary Theresa Nixon, Edmonton
Brent William Pickard, Edmonton
Masoud Sadighian, Iran
Albert Hodgson Walkington,
Australia
William Laurence Workman,
British Columbia

FALL

Reno Angelo Bosetti, St. Albert
Claude Reginald Clarke,
Newfoundland
Alfred Cephus Colvin, Australia
Leslie Raymond Eastcott, Australia
Warren Elkanah Hathaway,
Edmonton
Malcolm Thomas Hewitson,
Australia
Thadeo Lutatina Maliyamkono,
Tanzania
Thomas Kenneth Prebble, New
Zealand

1976

SPRING

Margaret Lagan Haughey,
Edmonton
Gerard Thomas McLeod, Australia

FALL

Claude Amabilis Deblois, Quebec
Matthew Robert Hassen, British
Columbia
Anthony Robert Alfred Marshall,
Australia
Peter James Murphy, British
Columbia

FALL (continued)

Bevis Franklin Peters, West Indies
Lawrence Ernest Sackney,
Saskatchewan
Keith Charles Sullivan, Nova
Scotia

1977

SPRING

Mervyn William Batchler, Australia
Daniel James Cornish, Calgary
Peter Francis Prout, Australia
Theo Azuka Ume, Nigeria
Jack Maxwell Wood, Australia

FALL

Brian John Caldwell, Edmonton
Neil William James Clarke,
Sherwood Park
Wilbur John Collin, Olds
Gerald Austin Hopkirk, Prince
Edward Island
Margaret Nussbaumer, Edmonton
Patrick Joseph Renihan, Edmonton
Jean Joseph Seguin, Bonnyville
Marian Alfred Weleschuk,
Edmonton

1978

SPRING

David Hamilton Allan, Edmonton
Michael Bruce Barrington Andrews,
St. Albert
Philip John Creed, Australia
Alan William Rice, Australia

FALL

Elizabeth Marie Crown, Edmonton
Merla Helene Dyck, Edmonton
Arthur Gelinas, Quebec
Robin Christopher John Lawrence
Harrison, Kenya

FALL (continued)

Glenn William Sinclair, British
Columbia

1979

SPRING

Robert Frederick John Barron,
Edmonton
Cowden Erimiah Masarirambi
Chikombah, Rhodesia
Stanislaus Lawrence Digout,
Wainwright
James Collins Meek III, Calgary
Ross Hamilton Millikan, Australia
Lekoboam Olupot Okello, Uganda
William John Smyth, Australia
Carlin Eugene Weinbauer, Spruce
Grove

FALL

Patrick Augustine Duignan,
Newfoundland
Asefa Gabregiorgis, Ethiopia
Leonard Henry King, Australia
John Clifford Anthony Long,
Manitoba
Herme Joseph Mosha, Tanzania
Donald Joseph Philippon,
Saskatchewan
Joseph Lawrence Tymko,
Edmonton
David George Young, St. Albert

1980

SPRING

Derek John Allison, Ontario
Warren Lindsay Loudon, Australia
David George Marshall, Edmonton
Alphonso Ruben Anyagwachu
Onuoha, Edmonton
Michael Willoughby Small,
Edmonton
Neil Brian Tuckwell, Australia

FALL

Gloria Victoria Burke, Jamaica
Keith Harrison, Edmonton
Edward James Kozakewich,
Edmonton
Laurie Jane Mireau, Edmonton
Leroy Vincent Sloan, St. Paul
William Harold Taylor, Calgary
Michael George Wodlinger,
Manitoba

1981

SPRING

Gail Vallance Barrington,
Edmonton
Joseph John Danyluk, Edmonton
MaryAnne Doherty, Edmonton
Kathryn Jane Nightingale Hannah,
Calgary
Lalta Lloyd Kunjbehari, Guyana
Milton Edgar March, Australia
Thomas Craig Montgomerie,
Edmonton
Robert Arthur Rose, Saskatchewan
Gaston Raymond Rozycki,
Sherwood Park

FALL

Keva Marie Bethel, Bahamas
Francois Xavier Boulet, St. Paul
David Jonathan Collett, Edmonton
Leo Arthur LeTourneau, Manitoba
Alfred Mwongera Mutema, Kenya
Lloyd Edwin Symyrozum, St.
Albert
Roy Melvyn Keith Wagner,
Saskatchewan
Mary-Jo Williams, Edmonton

1982

SPRING

David Charles Bird, Edmonton

SPRING (continued)

Sandra Christine Tenove,
Edmonton
Peter Michael West, Australia

FALL

Vaughn Harold Alward, Sherwood
Park
Catherine Evelyn Campbell, Nova
Scotia
Richard Douglas Gernscheid, Peace
River
Anne Lily Jefferson, Edmonton
Laura Margaret Mann, Sherwood
Park
John Lyon Myroon, Edmonton

1983

SPRING

Geraldine Anne Falk, Edmonton
Michael Milutin Jankovic,
Australia
Morag Violet Pansegrau, St. Albert

FALL

Walter Lyle Curtis, Edmonton
Barrie Thomas Dickie, Australia
Lynell Orvyn Korella, Calgary
Robert Douglas Loewen,
Saskatchewan
Peter Odionyebuchukwu Matthew
Nnabuo, Nigeria
Timothy Tabot Mac Ojong,
Cameroon
Margery Eleanor Rourke,
Saskatchewan
Kathryn Penny Sanders, United
States
Pamela Edwinah Obondi Wanga,
Kenya

1984

SPRING

Robert Arthur Grainger, Australia
Jenniece Beryl Larsen, Edmonton
Peter Muchiri Ngatia, Kenya
Direk Pornsima, Thailand
Sanan Prachongchit, Thailand
Al Ramaiah, Malaysia
Gerald Peter Sellinger, Medicine
Hat
Dorothy Zolf, Edmonton

FALL

James Alfred Gunn, Nova Scotia
Robert Lindsay Iles, Australia
Claudette Tardif, Edmonton

1985

SPRING

Terence Robert Gasior,
Saskatchewan
Chiemela Nwa Ikonne, Nigeria
Murdock Andrew MacPherson,
Nova Scotia

FALL

Anne McDonald Alexander, Ontario
Donna Jane Allan, Red Deer
Edward Clayton Allan, Red Deer
Mariano Teixeira Alves, Azores
Paul Joseph Byrne, Edmonton
Chan-Young Chung, South Korea
Darlene Jean Vigeant Elliott,
Edmonton
Brian Harold Fennell, Edmonton
Madhav Prasad Mainali, Nepal
Gabriel Navarro, Mexico
Lloyd Paul Steier, Edmonton

1986

SPRING

Nicholas Aidoo-Taylor, Ghana

SPRING (continued)

Michael Alpern, Edmonton
Donald Edmund Chapman,
Edmonton
Donald Bruce Duncan, Barrhead
Florence June Morgan, Edmonton
Frank Peters, Edmonton
Linda Diane Trew Williams,
Saskatchewan

FALL

John Carruthers, Australia
Jeanne Rougeau Cooper, Smoky
Lake
Eugene Lawrence Ewanyshyn,
Edmonton
William Hughes Glanville,
Edmonton
Kalpana Mishra, India
James Christopher Sarros, Australia

1987

SPRING

Heather Ann Campbell Andrews,
Sherwood Park
Michael Francis Gaffney, Australia
Avi Abaron Habinski, Edmonton
Fridgeir Borkur Hansen, Iceland
Jocelyn Agatha Hezekiah, Trinidad
and Tobago
Judith Mary Hibberd, Edmonton
Edna McHutchion, Edmonton
Charles Henry Payne, Australia
Sherry Lorraine Rainsforth,
Medicine Hat
Helmut Klaus Harold Zinner,
Millet

FALL

Johanna Faulk, Ontario
Kevin Anthony Giles,
Newfoundland
John David MacKinnon, Nova
Scotia

FALL (continued)

Tichatonga Josphat Nhundu,
Zimbabwe
Helene Smyk, Edmonton
Terrence Sean Sullivan, Nova
Scotia

1988

SPRING

Arunsri Anantrasirichai, Thailand
Bernice Gladys Bottas, Edmonton
Noel Paul Gour, Edmonton
Neil Andrew Johnson, Australia
Vincent Joseph Martin, Australia
Janiece Moylan, Australia
Marilyn Darlene Steven, Ontario
John Donald Brian Tunstall, British
Columbia

FALL

John Michael Burger, St. Albert
Jerome Frank Ell, Edmonton
John Robert Fisher, Hill Spring
Mengesha Gessesse, Edmonton
Wilfred John Green, Sangudo
Sharon Marie McGuire, Carvel
Mary Ann McLees, New Zealand
Irene Joan Nicolson, Grande Prairie
Sharon Lesley Richardson,
Edmonton
Raymond John Schmidt, Sherwood
Park
Sriprapa Sroypan, Thailand
Leslie David Vaala, Edmonton
Patricia Ellen Beatrice Valentine,
Calgary

1989

SPRING

Veronika Elizabeth Bohac,
Edmonton
James Cyril Cooze, Newfoundland
Philip Rodney Evans, Edmonton
LeRoy Alan Hollaar, Edmonton
James Dwumah Quarshie, Ghana
Beth Young, Edmonton

FALL

Justinian Chrinton Galabawa,
Tanzania
Donald Ernest Hall, Grande Prairie
Neville Tom Highett, Australia
James Hopkins Jeffrey, St. Albert
Garth Norman Pickard,
Saskatchewan
Karran Marie Thorpe, Ontario
Paulette Van der Linde,
Saskatchewan

1990

SPRING

Beverley Lynn Bosetti, St. Albert
William Thomas Brownlee,
Calgary
James Robert Jeffery, College
Heights
William Gordon Maynes,
Edmonton
Heather Lynn Montgomerie,
Edmonton
Mark Solon, Papua New Guinea

FALL

Evelyn Jeanette Guillemin, Calgary
Jeremiah Bernard MacNeil,
Manitoba

1991

SPRING

Douglas George Knight, New
Brunswick
Steve Olu Michael, Nigeria
Ludwig Paul Sawchenko, Leduc
Jin Hua Wang, China
Dean D. Wood, Fort McMurray

FALL

Berhane W. Elfu, Edmonton
Anthony Genge, Sherwood Park
John Lewis Knapp, Sherwood Park
Vicki Lynn Lyall, St. Albert
Shirley Sylvia Machura, Drayton
Valley
Carolyn Louise Park, Edmonton

1992

SPRING

Rachael Mary Donovan, Grande
Prairie
Steven Ratcliffe Pawlak, Vermilion
Sharon Pisesky, Edmonton

FALL

Mary Frances Abt, Ponoka
Indira Lilamani Ginige, Sri Lanka
Peter B. Hough, Australia
Shreeram P. Lamichhane, Nepal
Janina Marie Vanderpost,
Edmonton

Appendix C

Historical Highlights

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Historical Highlights to September 1992

(with statistics on graduates updated to Fall 1992)

by Nancy Mattson

Early 1950s: Educational administration is an emerging field of study in North America; school administrators feel the need for specialized training because of the growing complexity and size of school systems. To meet this need, steps are taken to establish some local but no national courses in Canada; there are no Canadian graduate programs.

- The Canadian Education Association (CEA) recognizes the need for "an organized body of knowledge [of educational administration] based on Canadian experience," and for one Canadian university to be "the recognized centre in Canada for the advanced study of supervision and administration of the larger school areas."

1953: The U of A offers the first Short Course for school administrators from across Canada, sponsored by the Canadian Education Association (CEA) and funded by the Kellogg Foundation in Michigan (initial grant, \$266,000). (These courses continue to 1971, staffed by Department members and in later years funded by CEA and U of A.)

1954: Dr. H. T. Coutts (Dean of Education, U of A) proposes to the CEA executive that a graduate program in educational administration be established at the U of A, with Kellogg Foundation funding. With CEA approval, he travels to Michigan and secures a \$127,540 grant to start the program at the U of A. The reasons the U of A is chosen include:

- In 1945, its Faculty of Education is the first in Canada to assume sole responsibility for teacher education in the province; by the early 1950s a strong Faculty has been established.
- Alberta is the first province to consolidate small school districts into large administrative units (beginning in the late 1930s).
- Several Alberta educators who had effected these changes were nationally recognized leaders in educational thought and practice—e.g., Deans of Education M.E. LaZerte and H.T. Coutts, Deputy Minister of Education

W.H. Swift, and Department of Education senior officials A.W. Reeves and G.L. Mowat.

1956: Dr. A.W. Reeves is appointed the first Chairman of the Division of Educational Administration; he served until 1967.¹

1956: The first graduate program in educational administration in Canada is established at the U of A. Both doctoral and master's programs are offered.

- *First academic staff:* five, mainly from senior ranks of Alberta's Department of Education (one from B.C.), all with graduate degrees from American universities. National and international visiting lecturers are also invited to give seminars.
- *First students:* recruited from across Canada to fulfill the CEA-Kellogg mandate that the Division's interests and clientele be Canada-wide.
- *Original program focus:* Preparing generalists to take on a variety of educational leadership responsibilities and move easily from one administrative setting to another. There is a strong conviction among academic staff that fundamental principles, concepts, and procedures in administration exist which transcend the field of education—thus a flexible, multidisciplinary approach is adopted. Texts and other resource materials are drawn from education, business, law, economics, political science, psychology, and sociology.

The instructional emphasis is on seminars; provision is made for field and practical experience to complement academic studies.

1963: The Division of Educational Administration becomes a Department.

1956-73: Principals' Leadership Courses are offered each summer by the U of A, with Department staff as directors.

1958-74: Banff Regional Invitational Conferences for superintendents and school board members are organized, staffed and directed by Department members.

1969-73: The College Administration Project is initiated, funded by an initial Kellogg Foundation grant of \$204,000, to support research in college administration.

¹ Subsequent Chairmen: Dr. F. Enns (1967-68), Dr. G.L. Mowat (1968-73), Dr. E. Miklos (1973-77), Dr. J.E. Seger (1977-82), Dr. C.S. Bumbarger (1982-88), Dr. W.H. Worth (1988-89), Dr. E.W. Ratsoy (1989-)

1972: A *Non-thesis MEd program* is initiated; extra course work and a project report are required.

1972: The *Administrative Development MEd Program* starts; students attend classes one afternoon a week for two academic years, and complete course and project work during summer and evening sessions.

1981: The *Extended Campus MEd Program* starts, with funding from Alberta Advanced Education (an initial 5-year grant, renewed to 1990, and then to 1994). Since 1981, classes have been offered in Peace River, Grande Prairie, Red Deer, Fort McMurray, Vermilion, Athabasca, Camrose, and High Level. Students take about half their courses near their home communities: academic staff of Educational Administration, Educational Foundations, and Elementary Education travel to outlying centres for graduate seminars.

1988: The *Modified residence MEd Program* starts, allowing Edmonton-area students to take all course work through late afternoon, evening, spring, and summer sessions. The program calls for a required core of 6 courses in a specified sequence; at least 3 courses must be completed every 12 months; the program of 14 courses in total and a research project must be completed in 4 years; a minimum GPA of 6.5 must be maintained.

1989: The *MEd Specialization on the Principalship* is introduced, with an emphasis on simulation exercises and field-based learning projects, opportunity to focus on the teaching and learning process, early assessment of participants' knowledge and skills, and close links with the inservice education of school administrators.

1991: An *EdD program* is introduced as an advanced professional degree for practicing administrators in both K-12 and postsecondary education.

Program details:

- *Aim of MEd programs:* to prepare students for administrative and supervisory positions in educational and other organizations.
- *Core MEd courses* emphasize basic knowledge about the field of educational administration; knowledge and skills in planning, organizing, directing, and conducting policy research, program development, and evaluation projects; and concepts and skills in project design and management.
- *Aim of the EdD program:* to expand professionally based learning opportunities for graduate students in educational administration; to improve linkages with senior administrators, institutions and organizations in the K-12 and postsecondary sectors.
- *Core EdD program elements* include formal academic study, a reflective field experience, and a major applied research endeavor; mandatory courses

include policy analysis, organization studies, interdisciplinary issues, and research design and methods.

- *Aim of the PhD program:* to nurture intensive development of conceptual, analytical, and research skills to prepare students for teaching, administrative, and leadership positions in educational and other organizations. Academic and professional orientation; interdisciplinary approach.
- *Core PhD courses* provide a comprehensive foundation in policy analysis, organizational theory and behavior, and research design and methods.
- *The Postgraduate diploma* is also offered as an advanced study option for MEd graduates who hold administrative positions.

Undergraduate courses: From 1956-79, Ed Adm 261/461 was offered as a required course in the undergraduate program; these courses were replaced in 1979 by Ed Adm 401. In academic year 1991-92, 32 sections of 401 were offered.

Number of graduates: 338 PhD graduates and 1,340 MEd graduates up to and including Fall Convocation, 1992, for a total of 1,677. MEd graduates include 524 on the thesis route and 816 on the project route.

Number of doctoral degrees awarded, by calendar year, 1983 to 1987 inclusive:²

- Total: 66. Range: 11 (1984) to 16 (1987).
- In each of these five years, the number of doctoral degrees awarded in educational administration was the *second highest of all departments at the U of A* (after either educational psychology or chemistry).
- As a proportion of the total number of doctoral degrees awarded at the U of A, the number in educational administration ranged from a high of 9.7% (1987) to a low of 7.3% (1986).

Number of full-time doctoral students, 1983-84 to 1987-88 inclusive:

- Range: from a high of 48 (1985-86) to a low of 41 (1987-88).
- As a proportion of the number of full-time doctoral students in the Faculty of Education, the number in Educational Administration ranged from a high of 24.1% (1985-86) to a low of 19.5% (1987-88).
- As a proportion of the number of full-time doctoral students in the University of Alberta, the number in Educational Administration ranged from a high of 5.2% (1983-84) to a low of 3.8% (1987-88).

² Source of statistics for years 1983 to 1987 and 1983-84 to 1987-88, in this and other items: 1987-88 *Data Book*, University of Alberta, Office of Budget and Statistics, October 1988.

Number of full-time graduate students, 1983-84 to 1987-88 inclusive:

- Range: 143 (1983-84) to 109 (1987-88).
- As a proportion of the number of full-time graduate students in the Faculty of Education, the number in Educational Administration ranged from 31.4% (1983-84) to 22.9% (1987-88).
- As a proportion of the number of full-time graduate students in the University of Alberta, the number in Educational Administration ranged from 5.7% (1983-84) to 3.9% (1987-88).

Funds paid for graduate assistantships, 1983-84 to 1987-88 inclusive:

- GTAs:
 - Range: \$196,632 (1983-84) to \$140,642 (1985-86).
 - In three of these five years, the total of funds paid to GTAs in the Department of Educational Administration was larger than that paid to GTAs in any other Faculty of Education department.
 - As a proportion of funds paid to all GTAs in the Faculty of Education, the funds paid to GTAs in the Department of Educational Administration ranged from 21.8% (1987-88) to 17.3% (1985-86).
 - As a proportion of funds paid to all GTAs at the U of A, the funds paid to GTAs in the Department of Educational Administration ranged from 3.4% (1983-84) to 2.2% (1985-86).
- GRAs:
 - Range: \$62,700 (1983-84) to 55,540 (1985-86).
 - In each of these five years, the total of funds paid to GRAs in the Department of Educational Administration was second or third in comparison with that paid to GRAs in the other five Faculty of Education departments.

Academic staff:

- Over half of the 16 full-time continuing academic staff in 1969-70, and over three-quarters of the 21 in 1982-83, held at least one degree from a university in another province or country.
- 1989-90: Total of 15 full-time continuing staff, 12 of whom (80%) held at least one degree from elsewhere – e.g., Ireland, Scotland, U.S., Australia, New Zealand, all over Canada.

Several members of the continuing staff held undergraduate degrees in fields other than education.

Leadership and service to the profession:

- International:
 - International Intervisitation Program – active involvement by several staff as organizers and presenters, 1966 to present.

- University Council for Educational Administration (first Canadian member university, 1956); membership and active leadership, including presidency.
- Cooperative research and development projects in Thailand, the Philippines, China, Nepal.
- National:
 - Canadian Educational Research Association – presidencies and other executive posts.
 - Canadian Society for the Study of Education – active involvement in formation and continuation of the CSSE; one staff member was president for 6 years.
 - Canadian Association for the Study of Educational Administration active involvement in formation of CASEA; first presidency; fifth presidency; others on the executive; current presidency
 - CEA Short Courses offered annually at U of A, 1953-71.
 - National Network for Educational Development – a staff member was instrumental in setting up this organization.
 - Canadian Educational Leadership Network – a staff member was instrument in setting up this organization.
- Provincial:
 - Council on School Administration (Alberta Teachers' Association) – its first president was a graduate of our PhD program; two other presidents were Department members; staff members edited the CSA publication *Challenge in Educational Administration* for 15 years.
 - Alberta Consortium for the Development of Leadership in Education – a staff member was instrumental in setting up this organization; served as Chairman of the Board.
- Local:
 - Greater Edmonton Regional Council on School Administration – active involvement by several staff.
- Secondments: Since 1957, over 30 major secondments to other units of the U of A and outside agencies, including:
 - Associate and Assistant Deans of Education, Graduate Studies and Research
 - Three Vice-Presidents, U of A
 - President's Advisory Committee on Campus Reviews
 - Director of Institutional Research, U of A
 - Dean of Education
 - Deputy Minister of Advanced Education
 - two Royal Commissioners on Education, Government of Alberta
 - Chairman, Northlands School Division Board

Public service: Many Department members have been very active, e.g., ministerial investigations, boards of reference, elective offices on school boards

or county councils, memberships on governing bodies of non-government philanthropic or charitable organizations.

Research:

- Strong record in basic research, funded research, and applied research commissioned by outside agencies. Largest corpus of publications: reports based on research commissioned by government, university, and school authorities; a substantial number of conference and short course reports as well as monographs, books, and articles.
- Total amount of sponsored research funds received by the Department of Educational Administration, 1983-84 to 1987-88 inclusive: \$416,223. This total represents 33% of the total amount of sponsored research funds received by the Faculty of Education during the same period.

Editorial work:

- Staff members have been editors or served on editorial boards of:
 - *Educational Administration Quarterly*
 - *Alberta Journal of Educational Research*
 - *Phenomenology and Pedagogy*
 - *Canadian Administrator*
 - *Journal of Educational Administration*
 - *The Canadian Administrator* (edited and published in the Department since 1960)
 - *Challenge in Educational Administration*
 - *Canadian School Executive*

Students:

- Heterogeneous backgrounds and experience. Most graduate students are mature professionals by the time they enroll; average age upon graduation is late 30s; *about half are now women*.
- Origins: all over Canada and over 20 other countries, including U.S., Caribbean countries, African countries, European countries, Near and Far Eastern countries and New Zealand and Australia. The Australian contingent is particularly strong; many graduates now hold senior positions in universities, colleges, school systems, and departments of education there.

Graduates: Hold senior positions in schools, school systems, colleges, universities, government education departments, and other educational organizations.

- As early as 1974, over half of the academic staff members in departments of educational administration established in other Canadian universities were graduates of this department.
- In recent years, many students have applied their studies in administration to the field of nursing. Upon graduation, most have gone on to academic

and/or leadership positions in universities, colleges, hospitals, and various health care organizations.

Plans for the Future

- continue development of the MEd specialization on principalship
- coordinate offerings of non-residence MEd programs (ECP, MRP, ADP)
- continue development of distance delivery of the MEd program
- continue development of the EdD program
- review PhD core studies program
- develop collaborative research projects and seek funding for them
- further refine Ed Adm 401 to keep it in tune with current developments in teacher education
- strengthen relationships with school jurisdictions, Department of Education, and other educational organizations in Alberta and Canada
- communicate with Department alumni; perhaps eventually create an alumni association
- re-examine Department's long-term goals and priorities, e.g.,
 - more "practitioner-oriented" preservice and inservice programs?
 - increase the research component of PhD studies?
 - more emphasis on preparing administrators for adult, continuing, and postsecondary education?
 - more involvement in international scholarly and professional activities?
 - increase or decrease quotas for various programs?

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